CANADIAN THESES ON MICROFICHE

I.S.B.N.

THESES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (r. 82/08)

Canada

105

0-315-16014-4

National Library of Canada | Bibliothèque nationale du Canada

Canadian Theses Division | Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

63923

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

• Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

Ellen Hall Graham.

Date of Birth — Date de naissance	Country of Birth — Lieu de naissance
26/3/33.	Glasgow, Scotland.

Permanent Address — Résidence fixe

13228 - 76st. Edmonton.

Title of Thesis — Titre de la thèse

Multiple Realities in a Social Studies Classroom.

University — Université

U. of A.

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

Ph.D.

Year this degree conferred — Année d'obtention de ce grade	Name of Supervisor — Nom du directeur de thèse
Spring 1983	Dr. D. Massey.

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date	Signature
Nov. 1/82	Ellen Graham.

NL-91 (4/77)

THE UNIVERSITY OF ALBERTA

MULTIPLE REALITIES IN A SOCIAL STUDIES CLASSROOM: A CASE STUDY

BY

ELLEN GRAHAM

(C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

SPRING, 1983

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR.....Ellen Graham

TITLE OF THESIS.....Multiple Realities in a Social Studies Classroom: A Case Study

DEGREE FOR WHICH THESIS WAS PRESENTED..... Doctor of Philosophy

YEAR THIS DEGREE GRANTED..... 1983

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed) Ellen Graham

PERMANENT ADDRESS:
13228 - 76 Street
Edmonton, Alberta

DATED Nov. 1 19 82

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Multiple Realities in a Social Studies Classroom" submitted by Ellen Graham in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

D. Mason
Supervisor
Mary M. Kamp
C. Chamberlin
G. Hansen
James B. Parsons

Fall 1982

This study is dedicated to

my parents, Hugh and Agnes Hall,

with the heartfelt wish that they had lived

to share this time with me.

ABSTRACT

Recent research in social studies education seems to indicate that students show low interest, lack of motivation and poor impact in social studies classes. In an attempt to uncover the possible reasons for these findings, the study was undertaken.

Methods borrowed from Anthropological field research were used in order to gather the data and constructs essentially phenomenological in nature were used to analyze, interpret and synthesize the research findings.

The study attempted to uncover the multiple realities of the teacher, a selected group of students and the program in use in a grade six classroom in Edmonton. In particular, the study focused on the technological, paramount and ideal realities which appeared to provide the co-ordinates of meaning for the three subjects of the study.

The researcher provided the reader with a review of social studies research literature spanning a period from the late 1950's to the present time and focusing on the methods used to gather the research material as well as the findings themselves. Further, the reader was provided with background data on the school, the teacher, the student participants and the researcher.

Data gathered in the research phase of the study was organized in terms of particular questions which focused on the technological, paramount, and ideal realities suggested by Werner (1977, 1979).

A summary, some conclusions, possible implications for social

studies education, recommendations directed particularly toward program developers and teachers, and suggestions for further research were provided.

ACKNOWLEDGMENTS

Appreciation is extended to a number of individuals:

To Dr. Massey who guided by graduate program and served as advisor in the writing of the thesis.

To Dr. C. Chamberlin who served as co-advisor and helped in the completion of the thesis.

To Dr. M. Young who, in her capacity as co-advisory, gave willingly of her help and advice.

To Drs. J. Parsons, R. McGregor, W. Werner, P. Browne, P. McFetridge and M. McNay for their support, suggestions and questions.

To my husband and son for their encouragement and support throughout my graduate program.

To my friends outside of the University of Alberta who by their kindness and support helped me through the entire program; especially Dorrene Belair.

To Pat Caley who typed the thesis and remained patient and thoughtful throughout the process.

To my fellow graduate students who allowed me to discuss ideas with them and were unflaggingly patient and kind. I owe a special debt to Bryan Connors, Ted Boyce, Marleen Taylor, Michael Caley, Jan Vallence, Janice Neyrinck and Joan Irvine. The time spent in discussing plans, ideas and papers did much to help shape my thinking. The good times spent with these friends will now be sorely missed.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM	1
	Introduction	1
	Purpose of the Study	4
	Research Design	7
	Phenomenological Definitions	8
	Assumptions	9
	Content Focus	10
	Delimitations and Limitations of the Study	11
	Significance of the Study	11
	Validity	12
	Problems	14
	Biographical Data	15
II.	REVIEW OF THE LITERATURE	17
	Introduction	17
	What do we know from past research and how have we gone about "knowing"?	18
	What do we know from more recent research and how have we gone about knowing?	25
	"New" Methodologies in Education Research	25
	Some Qualitative Studies in Education	27
	Why Use Anthropology?	30
	Sense-Making of School Programs	34
	Conclusion	36

CHAPTER PAGE

III. PERSONAL AUTOBIOGRAPHY 39

The Student-Conducted Interviews 40

Traditional Times and Pioneer Days 52

Pedagogical, Subject and Career Perspectives of the Researcher 53

Pedagogical Perspective 54

Subject Perspective 58

IV. THE SCHOOL AND SCHOOL DISTRICT 61

School Description 61

V. THE TEACHER AND THE KEY INFORMANTS 66

Introduction 66

The Teacher 66

The Teacher's Pedagogical, Subject and Career Perspectives 69

Pedagogical Perspective 69

Subject Perspective 73

Career Perspective 78

The Key Informants 79

Jose 80

Olga 83

Roxanne 86

Barry 89

Babita 102

Klaus 105

Summary 107

CHAPTER PAGE

VI. MULTIPLE REALITIES: TECHNOLOGICAL, PARAMOUNT AND IDEAL 112

Introduction 112

Technological Realities: The Teacher's Perspective 114

Technological Realities: The Students' Perspective 116

Paramount Realities: The Curriculum Perspective 120

Paramount Realities: The Teacher's Perspective 125

Paramount Realities: The Students' Perspective 129

Ideal Realities: The Curriculum Perspective 142

Ideal Realities: The Teacher's Perspective 152

Ideal Realities: The Students' Perspective 162

Conclusion 177

VII. SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS FOR EDUCATIONAL PRACTICE IN SOCIAL STUDIES AND FURTHER RESEARCH 181

Introduction 181

Summary 182

Implications for Educational Practice in Social Studies in Alberta 200

Recommendations for Further Research 208

PAGE

BIBLIOGRAPHY 211

APPENDIX A. 218

APPENDIX B 226

APPENDIX C. 254

APPENDIX D 267

LIST OF FIGURES

Figure		Page
1.	A Process for Social Inquiry	146
2.	Model for Praxis	207

I. THE PROBLEM

INTRODUCTION

Since the 1960's, research in the area of social studies, in both the United States and Canada, has brought forth findings which have given social studies educators cause for concern. Of particular interest to this study are the findings which relate directly to student interest in, and attitude toward, social studies classes. Wiley and Race (1977) observe:

> The low student interest in and regard for the social studies found in the sixties has not changed in the seventies. There is some evidence that student interest is an important factor influencing social studies learning outcomes. (p.205)

Wiley and Race cite, in particular, the reported findings which deal with student feelings toward social studies:

> Gross and Badger (1960) reported that many studies had found that students at both the elementary and secondary level disliked social studies. Among the major complaints were dullness, uselessness, and excessive memorization of names, dates and events. (The researchers) attributed this dislike to the way in which social studies was organized and taught rather than to the inherent nature of the content. (p.203)

Shaver et al. (1977) in the abstract of a report for the National Council for the Social Studies state that "At the elementary grade level, social studies instruction is losing ground to the 'basics' of reading and math.". They reported that a major problem to teachers is the lack of student motivation. (P.8)

> In the National Survey (conducted by the NCSS), a little over fifty percent of the teachers reported lack of student interest in the subject matter (of social studies classes) to be a problem. (p.13)

Hunkins et al. (1977) in the Review of Research in Social Studies Education: (1970-1975), provide the research findings of Fernandez et al. (1975). Fernandez et al. surveyed a large number of high school students (N=1436) as to their beliefs about social studies. From the results of the surveys the researchers established the following four generalizations. Students believed that:

1. Social studies courses were less important for their occupational future than English or Mathematics.
2. Grades received in social studies courses were deemed more important than learning accomplished.
3. The classroom atmosphere in social studies classes was not more interpersonally constructive than in other classes.
4. Social studies classes were considered easier for getting good grades than other subject areas. (p.6)

Downey and Associates (1975) in a report of an assessment of the social studies in Alberta, surveyed and interviewed students in all four school divisions. Some of their conclusions as to impacts and perceptual difficulties in the then existing social studies program are reported here, at some length.

Impacts of the Program on Students

> Students' views differed, as one would suspect, regarding the ultimate impact the Social Studies were having upon them as persons. From our questionnaire survey, for example, we gleaned that just over half (52%) believe that Social

> Studies classes do, in fact, help them to arrive at solutions to social problems; that, similarly, just over half (51%) believe that the Social Studies do, in fact, help them to reassess their attitudes, beliefs and values; but that only 37% believe that they are provided with "real" opportunities to act out their value choices and learn the consequences; and that still fewer (13%) believe that experiences in Social Studies do cause them to change their behavior in daily life.
>
> Perceptual Difficulties
>
> Earlier in this report, we noted a very wide discrepancy between teachers' perceptions of what ought to be and what is in Social Studies education. In general, students' opinions support these discrepancies admitted by teachers. But there are also some significant discrepancies between teachers' and students' views of what is -- such discrepancies seem to suggest that, even though teachers intend to provide certain opportunities and experiences for students, students often do not realize (or believe) such experiences are being provided. (pp.15-16)

Research findings such as those presented here not only give educators cause for concern but also lead educational researchers to ask questions as to the reasons for the low interest, motivation and the poor impact of what would seem to be, inherently, an exciting part of the school curriculum. Since such factors as interest, motivation and impact so strongly stem from the world of the classroom and since that "life-world" is constituted by the individuals in the classroom and the program in use, the place to be studied readily presented itself. Further, to this, the major components of the study, represented as they were by the program, teacher and students, became the important subjects of the study.

PURPOSE OF THE STUDY

Having established the problem: interest, motivation and impact in social studies classes and having established the major subjects to be studied: the program, the teacher and the students in a given classroom, decisions concerning the research design and methodology had to be made. As the title of the study indicates, the desire of the researcher was to attempt to understand and interpret the "co-ordinates of reality within which teachers and students experience man and the social world" (Werner, 1977, p.82). Thus the research design had to address itself to theoretical/conceptual frameworks and methods which might best serve such a purpose. The problem, then, became one of deliberately borrowing from disciplines which address themselves to such a desire and, if necessary, attempting to bring together methods and frameworks from more than one discipline in order to properly present the data acquired from the study. Anthropology and Phenomenology presented themselves as the most likely disciplines from which to borrow. The "meshing" alluded to earlier became necessary because of two fundamental beliefs held by the researcher: that the social studies classroom represents a social unit which belief has allowed other researchers to approach research in schools from a sociological stance but, further, the classroom may be regarded as a small sub-culture which is essentially an anthropological belief and is the important one for this study. Secondly, this researcher holds that the perspectives of a program or of the individuals using a program represent the meanings that people place upon their activities and have a direct impact upon the outcomes of those activities. The desire

to arrive at the meanings that individuals give to their activities is essentially a phenomenological interest.

Thus, the problem to be addressed occurs within schools which are an institutional part of our culture. Further, the view is being held that the classroom, any classroom, represents a small sub-culture within a larger culture. By definition, again only one of many, a "sub-culture is a group within a culture that either does not hold all of the beliefs and values of the larger culture or accords them different emphases." (Starr (Ed.) 1971, p.550). The argument here is that a given social studies classroom while it exists within a given culture does not, of necessity, represent all of the beliefs and values held by that culture.

Further it could be argued that a given social studies classroom may not even represent all of the beliefs and attitudes espoused in other sub-cultures (or other social studies classrooms). There are shared ideas in classrooms about routines, behaviors, expectations, attitudes and classroom materials. There are, also, cultural codes which include dress, language, rules for games or sports, and codes for behavior towards each other and towards the teacher. How to behave is an extremely important aspect of the life-world of the classroom. There are rules for student behavior but there are also rules for teacher behavior. The students in this study expected their teacher to behave in a certain way. They would accept certain negative behaviors but only the ones which they had grown to accept and even expect from him.

One of the dangers which is discussed often in the research literature in education is that of borrowing from other disciplines and not remaining true to the theoretical/methodological or indeed, philosophical, interests of the disciplines concerned. In order to avoid such a danger it became necessary to find the link which would permit the researcher to borrow methods from Anthropology while addressing an issue which was essentially phenomenological in nature. Bidney (1973) presents the possibility of such a link.

> The anthropologist studies man as a part of nature subject to natural law in interaction with his ecological environment. But man is also a being with an intentional, autonomous consciousness, which is the source of his experience of nature and of his cultural creativity, which is not given by nature. Cultural reality introduces a new dimension of reality which has to be willed into existence through human work and invention. (Bidney in Matanson (Ed.), 1973, p.135)

Thus Bidney provides the possibility of regarding a classroom as a small sub-culture and allows the researcher to use anthropological field work methods as a research tool which also permits the researcher to recognize the "cultural reality" of the given sub-culture. Further, Bidney states that "Nature and culture remain as essential polarities of existence. The paradox of human subjectivity is resolved, not by reducing nature to culture, but by recognizing the fact of man's intentional consciousness, the fact of man's freedom to construct his cultural life-world while remaining subject to natural law and the cultural determinism of his own natural and cultural life-worlds." (p.135).

Thus it seemed to be possible when attempting to grapple with the necessity of gathering data to be able to borrow methods taken from anthropology while recognizing that the data being gathered would be essentially understood and interpreted within a phenomenological framework.

RESEARCH DESIGN

The intent here was to use participant observation techniques generally associated with anthropological field work in order to gather the data of the study. An extended period of time, five months in total, was spent with one teacher and one group of students in a grade six classroom in Edmonton. Data was gathered from classroom observations, interviews and documents. The works of Pelto (1970, 1978) and Spradley (1979, 1980) were used to assist in this research phase. It was never the researcher's intention to analyze the data in such a way as to follow the comparative and holistic intents of anthropology.

After the research phase of the study, it was decided that the work of Werner (1979) would be used to analyze and interpret the data. This decision was based upon the following considerations: the data seemed to present differences which were more fundamental than mere differences of opinion, the work in question addressed itself to the phenomenological aspects of multiple realities which the research revealed and, lastly, the educational interests of Werner seemed appropriate to a study which was, after all, a piece of educational

research rather than a study purely concerned with anthropological or phenomenological interests.

PHENOMENOLOGICAL DEFINITIONS

Earlier in this chapter, terms such as "multiple realities", "life-world", and "meaning" were used. It would seem appropriate to define these terms as they relate to the study. In discussing the co-ordinates of reality within which teachers and students experience man and his relation to his world, Werner offers the notion of Multiple Realities as a context for defining man (p.82). Werner argues that "the social world and man are experienced always within the confines of multiple realities". Further, Werner has selected some of these multiple realities which "may be identified within social studies programs as a context from which man is interpreted by teachers and students" (p.86). Paramount realities represent the everyday world life-world of interests, stocks of knowledge, relevances, hopes and fears, personal motives and projects, and logics. Technological realities refer to schemes of interpretation related primarily to means: procedures, methods, treatments, etc. Theoretic realities are derived primarily from the domains of science, philosophy and history. Religious realities are located in myth, ritual, symbol, song and theology. Ideal realities are experienced in mathematics, formal logics, music, ideal types and metaphysical systems. Illusionary realities are portrayed in fiction, theatre, novels, comics, plays, certain simulations and much of the television we watch (pp.86-89)

Thus, the "life-world" or everyday world of the classroom and the "meanings" individuals give to their activities are constrained or defined by the realities which program developers and, then, teachers build into the program in use.

The study was not an attempt to test hypotheses which already exist about the differing perceptions which can result from human interactions in classrooms. Rather the intention was to address the problems of low interest, motivation and poor impact which earlier research studies in social studies had revealed.

"Life-world" as defined by Wagner (1970) traces back to Husserl.

> According to Husserl, all direct experiences of humans are experiences in and of their "Life-World", they constitute it, they are oriented toward it, they are tested in it. The life-world simply, is the whole sphere of everyday experiences, orientations and actions through which individuals pursue their interests and affairs by manipulating objects, dealing with people conceiving plans and carrying them out. (p.14)

It was to the Life-World, multiple realities and meanings of the individuals in a given classroom that this study addressed itself.

ASSUMPTIONS

The theoretical framework of this study was based on the following assumptions:

1. The classroom is a social unit (sociological) and a sub-culture (anthropological).
2. The human interaction which occurs in a classroom is similar, in nature, to human interaction in any other context.

3. The social studies classroom differs from other classrooms in the nature of the content being presented and in the methods used.
4. The life-world of the classroom is made up of all the life-worlds of the individuals in the setting.
5. Within the life-world of the classroom there exists the multiple realities of all of the members of the group.
6. It is possible to uncover, by interviewing, observing and studying documents, the realities of the individuals within a group and to compare these to the perspective(s) of the curriculum being used.
7. When the multiple realities are uncovered, compared and discussed, some attempts at congruence and compatibility can be made.

CONTENT FOCUS

The content focus of the study centred around the Alberta Social Studies curricula (1978) (1981). The research attempted to capture (1) the rationale, goals, values and strategies of the curriculum in place; (2) the ways in which the teacher perceived, interpreted and operationalized the curriculum; (3) how the above meanings were viewed by the students; and (4) how close the correspondence was among the three major "subjects" of the study. How closely did the perspectives of the curriculum, teacher and students coincide?

DELIMITATIONS AND LIMITATIONS OF THE STUDY

The study was delimited in the following ways.

1. Only one classroom was visited.
2. Only key students were interviewed in depth. The other students were, however, considered and were interviewed at least once during the study.
3. Only social studies classes were observed and discussed. Activities related to social studies such as field trips and school presentations were also included.

The limitations of the study concern those limits which were set by the researcher having chosen to use concepts taken from one aspect of Sociology and a methodology which is essentially anthropological in nature. Only those factors which concern the life-world and multiple realities of the participants were considered as the study progressed.

SIGNIFICANCE OF THE STUDY

The significance of the study relates directly to the educational concerns expressed in the introduction to this chapter, namely low interest, motivation and poor impact. By uncovering or ascertaining the multiple realities which exist in social studies classes and by observing the programs in use, we can add to the knowledge base upon which educational practice rests. Janesick (1980), in highlighting concerns about the process of interpretation/meaning in ethnographic studies in education, states that "the researcher seeks to understand

the meanings of the participants and is careful not to prestructure his/her categories, concepts or indices of inquiry" (p.1).

It has been argued that case-studies of the nature of this study do not provide the possibilities for generalization so dear to the heart of quantitative researchers. One teacher, one classroom in one school is only a small part of the whole, is how the argument progresses. However, it could also be argued that, if a classroom is a sub-culture of a larger complex culture, with many more common factors than differences, it is more representative of the other sub-cultures/classrooms than we might want to believe. This belief, of the significance of one case study, is fundamental to this piece of research.

VALIDITY

Psathas (1973) in addressing the issue of validity in studies of the life-world, offers the three following tests:

1. The extent to which the findings are faithful to and consistent with the experiences of those who live in the specific life-world being investigated. In this particular life-world investigation -- would other supervisors and teachers say -- "Yes, of course, that's just what it's like.".

2. Would others not directly knowledgeable about the specific life-world being observed and described be able to understand what the researcher was seeing when confronted with the reality of the events being described?

3. Can the report be used as a set of instructions, rules or procedures for performing the activities being described? (p.27)

The researcher of this study has attempted to validate findings as has been suggested above. Triangulations occurred when observations,

interviews and documents were analyzed, compared and discussed. It was felt to be necessary to use such tests as Psathas offers in order to assist the reader in trusting the conclusions and recommendations which conclude the study. Psathas offers tests which are applicable to such a study as this, despite the fact that he admits to the difficulties presented by the third test. The major problem that this test presents is that neither Psathas nor the researcher of this study can predict, in complete faith, that the report can, indeed, be used as a set of instructions, rules or procedures for performing the activities being described. In other words, the study could, indeed, be replicated by someone else but the variables of the researcher, teacher and students and the program in use, could not be replicated. Nor could the data which might be gathered be, even tentatively, surmised. In a case study of this nature, the researcher is essentially the testing or research instrument. This, of course, means that the data gathered are very much the interpretations, observations, etc. of one person. Nor can the researcher interfere in the day-to-day life of the classroom being studied in order to try to manipulate any of the variables being considered. This stricture, of necessity, means that the case study is by its very nature "a study of one case". However, it may be that a number of case studies conducted in similar ways and using similar theoretical/conceptual frameworks might reveal possibilities of generalization.

PROBLEMS

There were some problems which could be anticipated in a study of the nature intended by the researcher. Expected difficulties focused on gaining entry, selecting criteria, selecting informants, keeping records, making focused and selected observations and analyzing the data gathered. Some of the less obvious concerns were those that were harder to address but surfaced when close attention was paid to the fact that the researcher in this is not a stranger to classrooms nor to educational theories and their implications for the everyday world of the classroom.

Agar (1980), in discussing the question, "When is an ethnography not an ethnography" emphasizes the "student-child-apprentice" role so fundamental to ethnographic field work. It could be argued that it is an unrealistic expectation for an educator-turned-researcher to ever be accepted in that role in any classroom. Tremendous consideration was given to a concerted effort, on the researcher's part, to bracket and suspend previously learned biases concerning the operation of classrooms. It may be that, in contrast to anthropologists' ethnographic reports, educational researchers must, because they are educators, spell out their backgrounds and biases in even greater detail in their written reports. It is mainly for that reason that Chapter Three has been included in the study. Only by laying out such influences, it seems, can the writer expect the reader to treat with any degree of credibility the findings of one educational researcher.

The other issues which Agar discusses did not seem as problematic

as the one addressed above. Agar allows that an ethnographic study may include paradigms or constructs from a variety of approaches to the study of human behavior. Thus, the use of Werner's tri-paradigmatic approach in the matrix (Chapter VI) is given validity. Prolonged direct contact did seem a somewhat problematic issue since educational researchers traditionally have not chosen this route. Thus schools do not usually expect to have researchers "underfoot" for lengthy periods of time. Choosing to deal with only social studies classes could have detracted somewhat from the "total immersion" aspect of field work. However, since the researcher was able to spend an extended period of time with one teacher and one class and was visible throughout the school at other parts of each day, the detriments of not being in the situation all day, every day were considerably modified (pp.9-11).

BIOGRAPHICAL DATA

In this introductory chapter, it would seem important to note that a further device has been used in Chapters III and V, to assist in presenting the "selves" of the researcher and the classroom teacher in the study. The work of Esland (Young, 1971) has been used in those chapters in order to uncover or discover, the pedagogical, subject and career perspectives of the two individuals in question. Esland offers questions which assist the researcher in uncovering the individual's assumptions about learning, subject matter and career concerns. It should be noted that the use of Esland's work was not

intended to add a further conceptual framework to the study so much as it was intended to enlarge the phenomenological stance in such a way as to provide the reader with some reliability and consistency in the presentation of the biographical data. The alternative to this device would, of necessity, have to have taken the form of pure description which might not have fulfilled the intent of the chapters as stated. In other words, the researcher could have better provided "thick" description of personal data while not being able to, or wishing to, provide equally "thick" description on the teacher's biographic material.

In summary, this first chapter has outlined the problem that was studied; that of low interest, motivation and poor impact in social studies classes. The purpose of the study and the theoretical/ conceptual frameworks taken from Anthropology and Phenomenology were discussed. Further, the research design of the study was presented. Definitions of the phenomenological terms used were provided. The assumptions, content focus, delimitations and limitations, significance, validity, and problems were presented. Further, the device used to present the biographical data of the teacher and the researcher was stated. The chapter which follows reviews some of the literature in earlier social studies research in order to provide the reader with a background to the study. More recent literature which is essentially qualitative in nature is presented in order to provide the actual bases upon which this study rests.

II. REVIEW OF THE LITERATURE

INTRODUCTION

In the dissertation proposal which preceded this study, it was suggested that the researcher would be attempting to uncover the realities of both teacher and students within the context of elementary social studies classes. Further, the purpose was extended to include a close scrutiny of a curriculum presently being implemented in Alberta social studies classrooms. Such being the purpose, a review of relevant literature necessitated the use of two major thrusts. First, a broad search of as much social studies research material as possible going back ten or more years. Secondly, it became necessary to limit the focus of the search to that material which dealt with problems similar to those with which this study is attempting to deal. In other words, the focus selected studies which dealt, in some way or another, with the problems of variables pertaining to the teacher, the students and the expected outcomes of specific curricula. Differing methodologies naturally surfaced. In attempting to do justice to what had been done in the past as well as look at what might be termed "newer" methodologies, it became necessary to organize the research literature as follows. The first section deals with what has been done and what we know as a result of what has been done. This section will also attempt to show how we have gone about "knowing" in past studies. The second section portrays the more recent trends in social studies research. Again, the focus is on what we know and how we have gone about "knowing".

1. What do we know from past research and how have we gone about "knowing"?

For the purposes of reviewing past research in social studies, this first section of the chapter looks at research studies conducted in the 1960's and early 1970's. The "newer" methodologies did not really begin to appear in the literature until the middle 1970's and more recent times and will be discussed in the second section of this chapter.

Dunfee (1970) presented a Guide to Research in Elementary School Social Studies which spanned the decade of the 1960-1970 period. In gathering this research Dunfee has tried to look at the studies she discusses under the following headings: Goals for Social Studies, The Curriculum, Children and Social Studies, Learning and Inquiry in Social Studies, Educational Media for Social Studies, Evaluation in Social Studies and Teacher Education in Social Studies. In the chapter concerned with the goals for social studies, we learn that a national assessment or survey arrived at the following five consensual goals: competence in using scientific, analytic procedures; knowledge relevant to the major ideas and concerns of social scientists; reasonable commitment to the values of a free society; curiosity about human affairs and sensitivity to creative-intuitive methods of explaining the human condition. (pp.10-11)

In the chapter which dealt with curriculum trends, Dunfee summarized by using the work of Jarolimek (1967) who, as the result of surveys, proposed twelve guidelines which may be used in making decisions about the quality and appropriateness of any new program or practice. The guidelines, when paraphrased, covered the following concerns: pupil behavior; psychological soundness; balance in cognitive, affective and

skills objectives; sequential and systematic concepts and skills development; content criteria; relevance; realistic scope; consistency in learning activities and resources; provision for differentiated instruction; understandable to teachers; curriculum documents (structure and flexibility); and evaluation.

In Chapter Three Dunfee discussed studies which have concerned themselves with such topics as the knowledge students have prior to instruction, concepts of time, map skills and concepts of space, students' knowledge of concepts from the social sciences, social values and attitudes. The primary methodologies used for these studies were surveys, tests, questionnaires and some interviewing. The knowledge gained from these studies, Dunfee contended, though not conclusive or always in agreement, does assist in planning for social studies instruction. (p.40)

Dunfee's fourth chapter dealt with learning and inquiry in social studies. In her summary Dunfee reported that "In spite of the fact that researchers are illuminating aspects of learning and inquiry that may be helpful to teachers, research also continues to provide evidence that teaching in general is not yet attuned to their findings.". (p.52) The methodologies in this chapter again included surveys, questionnaires, classroom observations and lessons designed to be measured later.

The final chapter which is of interest here looked at research on teacher education in social studies. Dunfee reported on studies which dealt with teacher competencies and preservice and inservice education. Dunfee concluded that many teachers are inadequately prepared in many of the social science areas in the teaching of social studies and that inservice education was often spotty and infrequent. Process and content

appear to be the two areas which present the most problems to teachers. (p.90)

In the Review of Research in Social Studies Education: 1970-1975 (Hunkins et al., 1977) the following areas were discussed: cognition/values, teaching and teacher education; and social studies innovations. As before, many individual studies are included; more than can reasonably be discussed here. However, the conclusions drawn from the studies and the methods used can be summarized. Martorella's chapter on cognition provides the following summary observations:

> Currently, such considerations (as developmental stages of students) do not appear to be consistently reflected in typical social studies materials, particularly in basal texts. Perhaps the most important application of developmental research to social studies lies in recognition of the differential capabilities of students to process highly symbolic or abstract data and to learn material through primarily symbolic forms such as written texts. (p.43)

The methods used in the studies included in this chapter contain such diverse approaches as the use of taxonomies, instructional variables, learner variables, criterion testing, retention testing, measures of concept learning, simulation games and questioning methods.

Ehman's chapter on values focuses on studies of teachers and students beliefs and attitudes, studies of the treatment and learning of values in social studies, studies on moral development and studies of bias in social studies curricula. Ehman concluded that more research is needed to help account for the fact that teachers profess to a belief in values education whereas all signs point to a lack of specific teaching of values in classrooms. He also suggested that more specific research is required to find out what particular attributes of social studies are

disliked by students. The methods used by the researchers in this chapter include surveys, attitude questionnaires, cross-national comparisons (by survey), and interviews.

Tucker's chapter on social studies teaching and teacher education attempted to pull together studies which have looked at two emerging lines of research: one derived from conceptions of social studies and one derived from generic conceptions of teaching competence. In the first line of research, conceptions of social studies as academic disciplines, as personal development and as social issues are discussed. Tucker concluded that "the academic-disciplines definition of social studies has given even lower priority to research on teacher education. Simply put, teachers' behavior and characteristics are not seen as very important variables, independent or dependent.". (p.106) The conceptions of personal development, Tucker concluded, have made a remarkable imprint on social studies in the decade of the 1960's. Since Tucker sees this view of social studies as being a new view and one that may require totally different approaches, skills and roles, research and development may also require new models taken from counselling and therapy rather than models traditionally associated with social studies research. Social studies as social issues has a considerable research literature. Tucker summarized this line of research by pointing out that researchers in social issues must have long-term commitment and patience because, in this area, the goals of "reconstructing the culture" are so idealized and research progress so slow that it is easy to become discouraged and impatient. (p.119) The final line of research Tucker discussed, that of teacher competence, showed some discouraging results. Tucker

asserted that not enough studies in which teaching competency has been linked directly to social studies education have been attempted. The research methods in the first line of research essentially focused on mastery achievement tests, for academic disciplines, cognitive measures, for moral development, teacher behavior and students tests, for social issues, and model and course development, for the line of research on teacher competence.

The final chapter on the diffusion of social studies innovations, by Hahn, concluded by saying that there is "not yet a solid base of knowledge about the diffusion of social studies innovations". (p.169) Hahn reports that most of the research on diffusion has focused on product innovations rather than on the spread of new ideas. "It is a sad state of affairs when knowledge and tools exist for improving education but are not known - much less utilized - in the nation's classrooms". (p.171) Surveys are the essential research mode of this chapter.

In the Second Handbook of Research on Teaching (Travers (ed.), 1973), Shaver and Larkin discussed research on teaching social studies. The authors did not set out to review in any comprehensive fashion the research which has been done in social studies education. However, they did intend to "highlight some basic considerations for the graduate student or other researcher who is trying to develop viable research plans with potential for making a contribution to the knowledge about teaching social studies". (p.1244)

Shaver and Larkin defined one of the major difficulties in social studies research as being one of ambiguity. Because of the nature of

the field, they claimed that "research on teaching social studies must be based on some definition of social studies education if there is to be a fruitful accumulation of knowledge". (p.1245) In addressing the question as to what research is worth doing, Shaver and Larkin looked at the role of theory in the investigation of professionally and socially pressing matters. They concluded that these investigations would be more meaningful if done in the context of theory and frameworks of propositions about the teaching-learning process. (p.1246) They looked at three specific theoretical approaches: definition and rationale as theory; theories of teaching (Dewey, for example); and theories of learning and development. Further, they saw the research methodology and design as being better if dictated by the problem and hypotheses rather than being chosen to fit a research tradition - usually the classical statistical tradition. They added that if the independent variable is teacher behavior, that variable should be rooted in theory (p.1249), and if the dependent variables are being studied, these variables should be valid. Measurement should not be only based on pencil-paper tests but on other measures such as observations which are systematic and made over lengthy periods of time. Replication is the final factor which Shaver and Larkin considered to be of great importance in the research on teaching social studies. They felt that if the original independent variables are operationally defined and empirically described, further studies could be undertaken which are valid and applicable. (p.1254)

Finally, Shaver and Larkin suggested alternative methodologies for social studies research which include classroom ethnography as the primary focus.

The work of Goodlad and associates, spanning as it does a period of time from the late 1950's to the present time and addressing a wide variety of educational issues, is highly relevant to a study of the nature of the one being offered here (Goodlad, 1964, 1966, 1974, 1975, 1976, 1979, 1979; Goodlad and Anderson, 1959; Goodlad, Klein et al., 1966, 1970, 1973, 1974; Goodlad and Richter, 1967). Some of the major issues which Goodlad and his associates have addressed are non-graded elementary schools, curriculum reform as it pertains to the individual and the schools, conceptual systems in curriculum and instruction, early schooling in the U.S., humanistic education and responsive schools. Further to these themes, Goodlad has been frequently involved in major research projects which attempted to look closely at actual classroom practice. The methodologies used in the projects over the years included not only traditional approaches to research but also included attempts to actually find out what was happening in classrooms and schools in various parts of the U.S. by what might be termed qualitative research means. Two examples, in particular, looked at the actual events in classrooms. One study conducted in the late 1960's and written up in 1970 involved in total observations and interviews from 250 classrooms. The later major study, written in 1974, involved fewer classrooms but was intended to provide additional data to support or refute the findings from the earlier research attempts. Goodlad and his associates were attempting essentially to develop a conceptual framework for classroom observation. By looking at milieu, instructional activities, subject matter, materials and equipment, involvement, interaction, inquiry, independence, curriculum balance and adaptation, expectancy levels and staff utilization, the

researchers were hoping to find out what was actually going on in the classrooms in the thirteen states included in the studies. The intent of these studies coincide somewhat with the intents of this study except for two major differences. By following the precepts of Anthropological field work of an emic nature, this researcher did not enter the research phase of the study with categories already in mind. Nor did this researcher attempt to look at the entire curriculum of a given classroom. It should be pointed out that this researcher did not choose to use the work of Maruyama, Aoki and Werner until after the research phase of the study had been completed. These researchers will be discussed later in this chapter.

2. What do we know from more recent research and how have we gone about knowing?

"New" Methodologies in Education Research: There are a variety of reasons given, in the literature, for the recent interest in the "new" methodologies used by educational researchers. One section of the relevant literature refers to a growing discontent with the methods and sources traditionally used. Jackson (1968) described the malaise in these terms:

> Learning theorists, clinical psychologists and human engineers are of less potential value to the practicing educator than is commonly believed. We (researchers) should move up closer to the phenomena of the teacher's world. (pp. 175-177)

The rationale that Jackson gives for turning to a new methodology contains such elements as (1) a rejection of the "over-simplified view" of classrooms which the "precise engineers of education" hold, and

(2) a belief that "descriptive terms will emerge which will provide a language of educational criticism which will be useful to outsiders and insiders.". (pp.170-184)

Smith (1978) in a comprehensive chapter entitled "An Evolving Logic of Participant Observation, Educational Ethnology and Other Case Studies", gives, as a likely reason for the interest of educational researchers a conclusion as follows, "The assumption is that the dominant paradigm - experimental, quantitative, positivistic and behavioral - has been too restrictive to cope with the ideas, the problems, and the interests of education and educators.". (p.366)

Hamilton, MacDonald (et al.) (1977) in a section of their volume entitled "Alternative Methodologies", claim, as their reason for proposing alternatives to traditional research in education, a desire to "unravel the day-to-day realities" of educational institutions. (p.167) By "unraveling" the authors seek to "comprehend relationships, e.g. between beliefs and practices, between organizational patterns and customary responses of individuals". (p.168) The authors see, as the end product of the endeavour, an interpretation of a highly complex social system.

In summary, examples of recent literature give reasons for the interest of educational researchers, as being as diverse as that of (1) a disaffection with the "engineering" approach of many researchers, (2) a hope that insights will emerge which will be of interest to everyone, (3) a movement away from the "ends-means" paradigm generally espoused, and (4) a desire to unravel the realities of educational institutions, as being representative of complex social systems. Other

researchers whose works appear in the bibliography which accompanies this study, give reasons which vary a little in detail from those already given. However, the views which they represent do not vary, essentially, in any major philosophical way from the views discussed here.

The qualitative nature of the study being discussed here, with its emphasis on meanings, perspectives, realities, etc., seems to lend itself more to the "new" approaches in educational research than to the quantitative methods traditionally associated with educational research.

This is not to say that quantitative research methods have no longer any place in educational research. The "mutual dialectic relationship" discussed by Bachelard (1968) seems to imply that science and, by association scientific inquiry, is at once both science and art. This relationship, with its complementary features, seems to allow for both quantitative and qualitative research methods. (pp.116-117)

Some Qualitative Studies in Education: Examples of qualitative research in education indicate a variety of methodological approaches and theoretical frameworks. The methodological approaches, in general, lean heavily upon ethnographic field methods such as case-studies and participant/non-participant observation techniques taken mainly from Anthropology. However, the theoretical frameworks of many studies differ widely. Some examples of differing frameworks appear in the selection of studies which are categorized and discussed below.

(a) Symbolic Interaction - Field (1980) and Boag (1980) used the "social psychology of symbolic interaction which serves as a heuristic tool for studying the social reality of the individual, based on the

tradition of Becker (1961), Blumer (1969), Geer (1964), Hughes (1958), and Goffman (1959)." (Field, p.5-6)

Field describes the three major premises of symbolic interaction: (1) the human being has a self, (2) human action is constructed by that self, and (3) human action occurs within a social setting. (Field, p.5,6)

The second study (Boag, 1980) uses essentially the same theoretical framework but in a different setting; Field being interested in Public Health Nurses and Boag in social studies classes.

Although symbolic interaction as a tool has validity for many researchers, it did not seem to hold out enough possibilities or provide enough structure for the study being considered here or, indeed, for the researcher in question.

(b) Internal Hermeneutics - Werner and Rothe (1980) in a monograph entitled Doing School Ethnography, discuss a number of studies which were directly related to various aspects of school life. Grade four softball, home-school memos (document analysis) and members' views (interviews).

In discussing the basis of their approach to school studies, Werner and Rothe define hermeneutics as "A key term in understanding situations (is) interpretation.". (p.98)

> Conceptually, central to our view of ethnography as internal hermeneutics (science of interpretation) are four premises,
>
> 1. Interpreting the social world is inherently different from describing the physical world;
> 2. Interpreting is a temporal and cumulative process of understanding;
> 3. The interpreter is an important part in the outcomes of interpretation; and
> 4. Interpretation is characterized by consensual guidelines. (p.99)

(c) Qualitative-Phenomenological (Naturalistic) - Hawke (1980) in studying the life-world of a beginning teacher of Art, has used the qualitative-phenomenological framework described by Wilson (1977) as follows:

> Phenomenologists assert that the social scientist cannot understand human behavior without understanding the framework within which the subjects interpret their thoughts, feelings and actions. (pp.247-249)

Some earlier qualitative studies in education also show differences in their underlying frameworks. Erickson (1977) in a paper entitled, "Some Approaches to Inquiry in School-Community Ethnography", summarizes the work of Smith and Geoffrey (1968), Smith and Carpenter (1972), Kounin (1972), Barker and Gump and their associates (Barker, 1965, 1968; Gump, 1969; Gump and Ross, 1975; Gump and Good, 1976).

"In attempting to conceptualize the process of teaching, Smith has emphasized ringmastership and its components -- awareness, pacing, sequential smoothness and teaching in motion. Kounin has identified similar dimensions of the process of classroom management.". (p.67) Evidently, the theoretical frameworks of these studies stem from cognitive theories of culture and social competence. Rist (1970) discussed the correlation between the social identities ascribed to students by their teacher and the academic achievement of the students. Philips (1972), Kelly (1969) and Gump (1969) have used a theoretical base which comes from ecological psychology, which permits description of the different social environments for learning. (Erickson, pp.67-68)

In conclusion, it would appear that several theoretical and conceptual frameworks have been utilized in order to better understand the

human interaction which occurs in classrooms. The intent of this study was to attempt to contribute to the theoretical basis already provided by other researchers. By uncovering the multiple realities of a curriculum, a teacher and a group of students and by comparing and contrasting these realities, it is hoped that the theoretical model which develops will aid in providing educators with what may be seen as a deeper understanding of the life-world of the classroom.

Why use Anthropology?

In the first chapter of this study it was stated that the theoretical framework of the study was based on certain assumptions. These assumptions primarily referred to the classroom as a sociological unit and an anthropological sub-culture. Further, the assumptions concerned the human interaction which occurs in classrooms and the multiple realities of the individuals involved in such interactions as well as the realities of the curriculum in place at any given time.

A researcher interested in such a study is necessarily faced with some immediate and very fundamental issues and problems related to the acquisition of data and the validation of the data once it has been acquired, not to mention the analysis of the data once acquired. To determine which research methodology will best serve the researcher becomes a primary concern. To which discipline must the researcher turn in order to find an appropriate method becomes the next question. Further, the researcher must decide whether existing or traditional methods which serve others so well, will suffice. In particular, an educational researcher must ask if it is possible to draw upon theoretical constructs

and research methodologies which serve other disciplines in order to proceed more effectively with his or her particular research problem.

Since this study focuses on the life-worlds of individuals in a social setting and since such interests are essential to Anthropology as a discipline, this researcher chose to draw upon techniques and issues borrowed from that discipline. In particular, the field methods associated with Anthropological research seemed highly appropriate.

It became important then, to attempt to gain some insights into the nature of the discipline itself and to become familiar with its major characteristics. Anthropology, in particular Cultural Anthropology, is concerned with the comparison of one society with another and the making of such comparisons over space and time. The second major characteristic focuses on the holistic nature of anthropological interests and research. Vivelo (1978) describes the two primary aspects of the characteristic of holism as follows:

> Anthropologists try to see human culture as a single, interconnected web, an ordered entity, a functional whole, in which all the parts relate to each other as components of one system....Anthropology, is also, holistic in the sense of attempting to comprehend humans as animals in addition to humans as cultural beings. (pp.6-7)

In discussing research methodology in Anthropology, Pelto (1970) states:

> The essence of research in methodology (in Anthropology) lies in seeking answers to the following basic questions, (1) How can I find true and useful information about a particular domain of phenomena in our universe, (2) How can I personally investigate some

> domain of phenomena?, (3) How can I know, with some assurance, what another (researcher) means when he asserts propositions about information, and how can I judge whether I should believe him? (1970, pp.1-2)

Pelto sees the task of the anthropologist as being one of "reducing to the minimum the distortion of the nature of things by a careful definition of concepts and a specification of research operations so that the powers and vagaries of the human mind work to his advantage--without reducing the anthropological research go 'Count-em mechanics'.". (p.44)

The goal of ethnography, as Malinowski puts it, is "to grasp the native's point of view, his relation to life, to realize his vision of his world.". (1922, p.25) Field work, then, involves the disciplined study of what the world is like to people who have learned to see, hear, speak, think and act in ways that are different. Rather than studying people, ethnography means learning from people. (p.3)

In their pursuit of knowledge anthropologists obtain data which is either particular to a given group or is consistent with categories of behavior which the researcher brings to the setting. Why do they want this data? The long-term goal of Anthropology would seem to be that of building a "systematic understanding of all human cultures from the perspectives of those who have learned". (Spradley, 1979, p.13)

As has been mentioned earlier in this proposal, many researchers are addressing themselves to the questions of ethnography and case-studies as alternatives to the more traditional forms of educational research. Some of these contributors to the research field are themselves representatives of disciplines such as Anthropology and Sociology.

Educational researchers have, naturally enough, turned to the Social Sciences when seeking aid in conducting the more qualitative types of educational research which seem to have come to the fore in recent times. Little, if any, literature dealing with Ethnographic methods in education appears before the late 1960's and early 1970's.

Many educational researchers, including the writer of this study, have turned to anthropologists for assistance in following acceptable methods for gathering qualitative data; acceptable, that is, to the disciplines of both education and anthropology. Hence, the turning to writers such as Pelto, Spradley, Agar and many others for both techniques and theoretical frameworks. Spradley (1979, 1980) in particular, provides a clear delineation of participant observation techniques. All of the aspects of field work seem to be addressed. He discusses the following concerns, (1) the Ethnographic research cycle; (2) locating situations; (3) doing participant observation; (4) keeping records; (5) making descriptive observations; (6) making a domain analysis; (7) making focused observations; (8) making a taxonomic analysis; (9) making selected observations; (10) making a componential analysis; (11) discovering cultural themes; (12) taking a cultural inventory; and (13) writing an ethnography. In a separate work Spradley (1980) pays particular attention to the ethnographic interview as the major focus of ethnographic field work.

One more question needs to be answered before leaving this section. Why has this researcher chosen to draw so heavily upon Anthropology rather than upon Psychology or Sociology for the research basis of

the study in question? It could be argued that Sociology is funamental to the study, in terms of the Phenomenological concerns discussed earlier. Sociology, in general, with its emphasis on tests, questionnaires and surveys, does not seem an appropriate discipline however, for attempting to arrive at the kind of personal, qualitative data acquired over time which was discussed in the first section of this paper. It must be stated that Psychology, in particular Educational Psychology, plays a very important part. Earlier graduate work in Educational Psychology has led this researcher to be ideologically uncomfortable with the "Statistical Analysis" model so common in that particular area of educational research. As Jackson (1968) noted earlier in this paper, "learning theorists, clinical psychologists and human engineers" have not been of as much value to educators as had been believed. (pp. 175-177) It is for these reasons, then, that Anthropology and, in particular, ethnographic methodology, was chosen for the research phase of this study. In the field, over a long period of time and by the use of direct observations plus formal and open-ended interviews, the researcher is able to see connections and focus on the interrelatedness of the factors within a given situation. Field work over time is the only way such a study can reasonably be conducted.

Sense-Making of School Programs

The work of Werner (1979, 1980) in the areas of curriculum development, implementation and evaluation, has been used extensively in Chapter VI of this study. In particular, the three-paradigm approach to curriculum evaluation which Werner (et al.) explored has been applied to the data gathered for the study. In Chapter VI a matrix has been

developed which attempts to pull together the data gathered for the study and subject it to the scrutiny which Werner's questions demand. A detailed description of Werner's approach and the questions derived from each of the three paradigms is outlined at the beginning of the sixth chapter.

It would seem important at this time to provide the reader with some background to Werner's work. The earlier research of Maruyama and Aoki form much of the basis from which Werner's ideas stem.

Maruyama (1973, 1974) in his role of professor of systems science has long been interested in paradigmatology which he defines as "a science of structures of reasoning which vary from discipline to discipline, from profession to profession, from culture to culture and sometimes even from individual to individual". (1973, p.3) In order to illustrate the use of paradigmatology, Maruyama offers three paradigms as examples: the unidirectional causal paradigm, the random process paradigm and the mutual causal paradigm. Some examples taken from an exhaustive table which Maruyama provides (pp.8-9) would serve to illustrate for the reader the differences which exist among the three types of reasoning present in the paradigms. Social organization, in the first paradigm, is hierarchical. In the second paradigm, it is seen as being individualistic. The third paradigm views social organization as being interactionist and non-hierarchical. Methodology in the first paradigm is classificational and taxonomic; the second paradigm uses methodologies which are relational and would entail contextual or network analyses. The final example involves the view of analysis itself from the viewpoints of the three paradigms. In the first

paradigm, analysis is viewed as the use of pre-set categories which are used for all occasions. In the second paradigm, analysis is viewed as the use of limited categories which only apply to the individual. Analysis, in the third paradigm, is viewed as being changeable with categories which depend on the given situation. In later work, Maruyama (1974) described planners who operated within these three frameworks as being hierarchists, individualists and mutualists. Aoki, Rothe, Werner and others have taken the work described above and have attempted to apply the three-paradigmatic approach to curriculum design, implementation and evaluation. They have somewhat changed the titles given to the paradigms in order to better apply them to educational interests. However, the ends-means, situational and critical paradigms used by Werner (et al.) are essentially paradigms similar in nature to those offered by Maruyama. It should be pointed out at this juncture that there are many paradigms presently in use, more than the three (or six) cited here. However, for the purposes of this study, the three paradigms of Werner (et al.) are the ones being considered.

CONCLUSION

In the 1960's and early 1970's the major thrusts in social studies research uncovered knowledge about curriculum trends, pupil knowledge in the areas of concepts taken from social sciences and pupil attitudes. Knowledge, also, about learning and inquiry, teacher education, innovations and other related areas such as media use in classrooms was also discovered. The methodologies used in the research projects essentially

centred around surveys, questionnaires, pupil tests, text-book analyses, classroom observations and some interviewing of teachers and students.

The more recent research studies which are discussed in the second section of this chapter focus more on attempts to look at social studies education in what might be termed more qualitatively oriented ways. The methodologies for these studies have been drawn from disciplines such as Sociology and Anthropology. Theoretical/conceptual frameworks taken from Symbolic Interaction theory, internal hermeneutics, phenomenology and ethnographic approaches have been utilized in place of the more traditional models taken from the natural sciences.

In attempting to look at the multiple realities in a social studies classroom and with an awareness of the need for methods appropriate to such an enterprise, the discipline of Anthropology with its long history of field research methods has been extensively used by this researcher. Hence the emphasis on Anthropological methodologies which appears in the second section of this chapter. The emic nature of much of the research done by many anthropologists and the concurrent denial of conscious pre-conceived categories before entering the field of study seemed particularly important to someone who feared the stigma of not being a stranger in a strange land. Somehow the idea of an anthropologist, admittedly trained in his/her discipline, entering a strange new place seemed less in question than a teacher of long standing entering a school wearing the new guise of an educational researcher. However, it seemed reasonable to conclude that being aware of the possible problems and being equipped with some knowledge of the rigors of field research, the stigma might be overcome. It could also be

argued that in order to enter the complex world of the school some previous knowledge of the life-world of schools in general is a necessary prerequisite. Hence the reliance on the work of Werner. After the data had been gathered and the rigors of the methodology had been observed in as close a way as circumstances permitted, it seemed very important to treat the data in as appropriate a way as possible. The very term "multiple realities" seems to recognize the possibility of different paradigms in existence in a given place at a given time, as well as recognizing the multiple realities of individuals. Maruyama not only recognized the possibility, if not probability, of different paradigms existing between groups of people but also that the existence of these differences might not even be recognized by the participating groups. Werner, with his special interest in schools, has taken the paradigmatological approach in his desire to "make sense" of school programs. His three paradigms: ends-means, situational and critical, provide the framework for the matrix in Chapter VI. Further, the phenomenological interest in multiple realities provides the focus for the "pulling together" of the data acquired in the study.

III. PERSONAL AUTOBIOGRAPHY

In much of the literature dealing with the problems and hazards of research methods, the researcher is encouraged to be constantly aware of his/her preconceived ideas about the chosen situation and, more particularly, his/her personal baises, values, attitudes, etc. It could be argued that such warnings must be especially heeded by a former teacher choosing to conduct a research project in a school.

With such considerations in mind, it would seem that not only should the reader of this study be made aware of the results of the study itself but, also, an awareness of the background of the researcher should play an integral part in the presentation. How to present such material does pose somewhat of a problem. It would seem unlikely that the reader would welcome a long-detailed description of the life of the researcher. However, some background data would help the reader understand the researcher's personal biases and attitudes, for example. What seems to be needed here is not so much information that might appear irrelevant to the reader but data that would give the reader a picture of the persona of the researcher. Pelto (1970) in discussing the hazards and punishments of field work, addresses just this issue:

> Even in unusually benign instances the field researcher must be very sensitive in his presentation of self and management of social interactions. (p.220)

If the reader is to trust and believe in the findings of this study it would seem important that the "self" of the researcher must, in some way, be presented to the reader. Further to this presentation

of self, the researcher's perspective, her reality would seem a necessary component of this chapter.

Three different strategies are contained in this chapter. Informal interviews of the researcher by the six students in the study are presented. It is hoped that the transcripts of the interviews will provide the reader with a rather informal view of the researcher as well as some insights into the interests of the students. Secondly, a brief summary of the researcher's actual teaching experiences is provided. Lastly, an analysis based on the work of Esland (1971) is used to present the reader with insights into the pedagogical, subject and career perspectives of the reader.

THE STUDENT-CONDUCTED INTERVIEWS

Most of us find it difficult to talk or write spontaneously about ourselves with other than close friends or our families. However, we are usually willing to answer questions about ourselves that are posed by others if we feel reasonably secure with the questioner. During the course of the study, this researcher began to wonder if the student informants were really comfortable being interviewed so often and in such depth. In an attempt to somewhat balance the interview situation more in favor of the students, the following idea was tried. Included here is a memo which was given to the six key informants.

> MEMO: For the six students who are involved in the research project.
>
> Wednesday, May 13
>
> For the next series of interviews, I would like

to try something different. So that the sessions could be more like dialogues than interviews, would you do something for me? (A dialogue is a conversation.)

I would like each of you to interview me. Prepare a list of 10 questions (or so) which you would like to ask me, keeping in mind that you want to find out what life is like for me.

I will try to arrange some interviews for tomorrow and some early next week. I will provide the tape-recorder and tapes.

Ellen Graham

Please think of your own questions and don't discuss them with the other students.

These are the transcripts of the interviews which ensued. The reader may wish to know that previous to these interviews, the students had each experienced four lengthy interviews in which the researcher had posed all of the questions. It is amusing and rather flattering to note how much the students have modelled their techniques on the experiences they have already had on the other side of the situation. Many of the questions are similar or identical in type to the ones they themselves had already experienced. No attempt has been made here to collect or categorize the data which the students collected. Each transcript is presented in its entirety so that the reader will not only glean some insights into the "self" of the researcher, but, also, the "selves" of the students will show somewhat in the types of questions each student chose to ask.

FIFTH INTERVIEW MAY 14 - KLAUS' INTERVIEW

In this interview, the student is interviewing the researcher. (See the Memo.)

1. Where were you born?

   I was born in Glasgow, Scotland.

2. Which schools did you go to?

   I went to a small Elementary School called Hill's Trust when I was 5 and stayed until I was 12. Then I went to Govan High School until I was 17.

3. Did you like school?

   Yes, I did. I don't know if this is accurate for you but school was very important to me, I think, because I was an only child. I looked forward to going to school in the morning because I'd meet all my friends and other kids. (Klaus is also an only child.)

4. Do you like University?

   Oh, yes! When I first went back (to University) in 1971, I felt a bit afraid but I found that I enjoyed it. I hadn't been in a college since I was young. I just kept on taking courses.

5. Do you like children and do you like working with them?

   Yes, I do. It's funny too, because I didn't want to be a teacher. I had other ideas but when I became a teacher I found that I liked it.

6. What are your hobbies?

   I like to read a lot. I knit too.

7. What do you like to do when you go on holidays?

   I like lazy holidays. I like to go where it's warm and sunny. Then I lie in the sun and read books and talk to people.

8. Do you think money is the most important thing in the world?

   No, I don't. I think it would be nice to have a lot of money. But my emphasis would be more on how people get along with each other.

9. What would you do if you had a lot of money?

   I'd be miserable in comfort (laughs). No I guess I'd buy a house somewhere right by the sea. I miss being near the sea. There's something magnificent and a bit frightening about an ocean. Of course, if you become an educator, you'll never have much money.

10. What do you think about teachers in this school?

    I think they're a very fine group of people. I've been telling friends at University how lucky I've been to find a school like this to conduct my research in. People have been so welcoming and have made me feel like a member of the staff even if I'm not.

FIFTH INTERVIEW MAY 14 - ROXANNE'S INTERVIEW

1. What was it like living in Scotland?

   I lived in Glasgow. It's a big industrial city. I grew up in a slum. We didn't have much money.

2. Is it the Capital City?

   No, Edinburgh is. It's a prettier city. Parts of Scotland are very beautiful.

3. Did you ever see the Loch Ness Monster?

   No. But in 1962 I was on a trip around Scotland and on the shores of Loch Ness I met some people from an English University who were spending the summer observing the Loch 24 hours per day. They were certain that there was some creature in the Loch.

4. I've heard the Loch Ness is very deep.

   Yes, in places it's more than 600 feet deep.

5. Do you think there is a monster?

   I think it's quite possible that there could be.

6. How long did you live in Scotland?

   For the first 25 years of my life.

7. Where did you take your (teacher) training?

   I did my original training in Jordanhill Training College in Glasgow, Scotland.

8. Do you like it here in Alberta?

   Yes. I regard this province as my home.

9. Do you have any relatives here?

   Only my husband and son. I have three cousins who live in Ontario.

10. Do you have any relatives in Scotland?

No close family. I have no brothers or sisters and my parents are both dead. I have aunts and cousins and, of course, my husband's family all live there.

FIFTH INTERVIEW MAY 14 - JOSE'S INTERVIEW

1. Please give me some information on your past. Like where were you born? What profession are you in? etc.

   In Glasgow, Scotland, March 26, 1933.

2. You're in the teaching profession? Is that right?

   Yes, I am. I think very highly of it.

3. How many children do you have?

   I have one son, aged 16.

4. When were you married?

   In 1958.

5. What did you think of the unit on the Coastal Indians?

   I thought it was very interesting. I don't know a lot about Canadian history so I found it interesting.

6. What did you think of the class' work on that unit?

   Well, I only can tell from the little I saw as I wandered around and observed the presentations. There's a wide spread of ability in that room so the work varied from student to student.

7. What are your ideas about this new unit on China?

   I think this will be a very interesting unit.

8. What relevance does this unit have for you?

   Well, I don't know. China is an important world power so I think it's important that we all know as much as we can about it.

9. How much do you know about China?

   I suppose I have a fair knowledge from reading, listening to the radio, and watching documentaries on T.V. I hope to learn more from this unit.

10. Do you think the class is interested in the unit?

    I think they are from what I can see.

11. Why did you become a teacher?

    I couldn't make up my mind when I left High School as to what I wanted to be so I went to work in a library. I was so bored that I decided to go to teacher's college instead. I thought teaching would be more interesting.

12. Why did you get into this research project at University?

    This is part of the work you need to do in order to get a PhD.

13. Why did you choose Boulder Crest School?

    I tried other schools but was rejected by them for various reasons.

14. Which country do you like better, Scotland or Canada?

    I like Canada now, but I feel some ties to Scotland.

15. Have you travelled much in Canada?

    A fair amount, but not as much as I'd like to.

16. Would you be interested in the unit on Ancient Egypt?

    Yes. I liked to teach it when I was a teacher in grade six.

17. Have you taught in many schools?

    Not that many, really. I taught in the same school for 13 years so that was a large part of my career.

Thank you, that concluded my questions.

FIFTH INTERVIEW MAY 20 - BABITA'S INTERVIEW

1. Did you ever do any research at any other school?

   No, this is my first really big research project.

2. Why did you pick our school to "study-up" on social studies?

   To tell the truth, I had trouble finding a school. I tried other schools but wasn't accepted there. I remembered Mr. Z. from a phone conversation I had with him a couple of years ago so I called him up and asked if I could come and see him. He and Mr. C. agreed and so here I am.

3. Do you like to do research?

   Yes. It's hard though, because you have to be thinking all the time, what you want to find out, how to do it, how to write it up and so on. It's quite tricky.

4. Are you attending University right now?

   Yes. I'm still officially a student although I'm not there very much. I go in about once a week to check on things.

5. How long have you been doing research.

   This particular research started in January 1981.

6. How long will you be in our classroom?

   Until about June 19 or 20.

7. Are you going to the Archaelogical site with us?

   Yes, I am. I'm looking forward to it.

8. Did you have fun interviewing us?

   Yes, very much.

9. Did you like the weaving and face masks that we made? (for the West Coast Indians unit)

   Yes. I saw them on display in the gym. They were very colorful.

That's it, thank you!

FIFTH INTERVIEW MAY 20 - OLGA'S INTERVIEW

1. Did you have a good time in Hawaii?

   Yes, very much so. It's a beautiful place. We had a nice lazy holiday. All we did was lie in the sun, read good books and eat good food. It was great!

2. How many kids do you have?

   Just one son. He's sixteen and in grade 10.

3. Are you Canadian born?

   No. I was born in Scotland. I'm a landed immigrant here in Canada.

4. How many years have you taught school?

   I started teaching in 1957.

5. Did you teach mainly the same grade?

   No. I've taught all the grades from 2 - 6.

6. How did you pick Boulder Crest for your research?

   Well, I tried a number of other schools but for one reason or another they wouldn't let me do the research there. I didn't know this school but I remembered talking to Mr. Z. on the telephone a couple of years ago. So I thought I'd try here and luckily, I was accepted.

7. How long do you expect your report to be?

   I've read dissertations that were anything from 100-700 pages long. I think I'll try to make mine about 200 pages long. I don't think people like to read 600-700 pages of a report.

8. Do you think "China" is a good social topic for grade 6?

   I think so. It's very topical and very current. I think we Canadians should know as much as we can about all the major powers, Russia, Japan, U.S. and Europe.

FIFTH INTERVIEW MAY 20 - BARRY'S INTERVIEW

1. How did you like the trip to Hawaii?

   It was just great.

2. How did you like the Coastal Indians "Program"?

   I thought it was interesting. I learned things that I didn't know before.

3. What did you think of the class' work?

   Pretty fair, as far as I could see.

4. Do you think the "program" on China should be interesting?

   I think so. The students will learn about Communism among other things.

5. Do you like the "program" on China yourself?

   I think so. I'm hoping to learn things about modern China.

6. What did you do when you were in Hawaii?

   We rented a car and saw the sights on Maui. We sun-bathed and had a good time.

7. What do you think of the class, behaviourwise?

   I think they're pretty average. In fact, they're better than most. I think that's because there are lots of nice kids in the class and, also, Mr. C. keeps things in control. (Yes, he does! - comment from Barry)

8. Do you have any "pets" in the class?

   I don't think it's a good idea to have pets. It's nice for the "pets" but it makes the other kids feel bad. Secretly though, teachers always have kids they like better than others.

   Funnily enough, my "pets" were not always the best behaved or the smartest. I remember best some kids who were little monkeys and

who gave me lots of trouble!

9. Do you think the unit on Coastal Indians was interesting?

   Yes. I thought so. I found the historical stuff interesting.

10. Do you think the trip to the Archaelogical site should be interesting to the class?

    Yes, I think so. Things about Archaelogical digs are really interesting to me. (So do I - said Barry) I like to listen to Radio or watch T.V. when stuff like that, about old bones or whatever, is on.

That's all! Thank you!

TRADITIONAL TIMES AND PIONEER DAYS

From 1957 to 1962, the first five years of my teaching experience might be considered to have been rather traditional and, therefore, immediately recognizable to most elementary school teachers. Despite the fact that those years were spent in three different cities in two countries, the expectations of the job were very much alike. The school buildings were similar in design and in the ways in which they were used. Classrooms were essentially closed and private. They were similar in their design and in the equipment they contained. The students, during this period, were of much the same age; the equivalent of grade 2 or 3. The Canadian students were more open and communicative than the Scottish students but the curricula in the schools were surprisingly similar. Pupil-teacher ratios were somewhat different. Having only 30 or 35 students seemed like a delight after the 40 to 45 students I had grown accustomed to in my student teaching days and in my one year as a qualified teacher "back home". But this comfortable and reasonably non-stressful time was not to continue!

In 1962, I transferred to a new school in Edmonton. Not only was it a new building but for the next thirteen years it was to be the place in which I received the most exciting educational experiences of my career. I learned how to team-teach, work in a large open area, and be responsible for curriculum development in large areas of the school subjects. At the time, those of us who stayed and worked in the school overtime were unaware of the unusual experiences we were being given. However, in retrospect, the opportunities were not only rare for their time (1962-75) but would be considered unique even now. At one point during this period, I, as one member of a team of ten teachers, was

totally responsible for the curriculum development for 200 students in grades 4, 5 and 6. Not for every aspect of their program, I hasten to add. My responsibilities included the creative writing section of the Language Arts Program, the Social Studies units which the grade 4 classes received, the Art program for all three grades, the division component of the Mathematics program for the three grades and other smaller aspects of other programs. Other members of the team were responsible for Science, Physical Education, Music, Health and the additional sections of Language Arts, Mathematics and Social Studies. It was a very exciting and hard-working time.

So this was the person who entered into the research study presently being considered. The "self" being presented to the students, teachers and principal at Boulder Crest school was not a neophyte to the business of teaching, but certainly a neophyte in the role of educational researcher. I was new to the task but hopefully not unprepared for or unaware of the pitfalls and difficulties to be encountered. My role was to be that of observer and listener and not that of critic or agent of change.

PEDAGOGICAL, SUBJECT AND CAREER PERSPECTIVES OF THE RESEARCHER

Esland (1971) in attempting to represent the constitutive categories of thought through which a teacher understands his occupational world, has devised questions which attempt to uncover the assumptions about learning, about the child, about teaching style, which form the teacher's pedagogical perspective. In attempting to uncover the teacher's subject perspective, Esland suggests the search for the underlying paradigms, problems, criteria and assumptions which form the basis

of this perspective. The teacher's career perspective is represented by the uncovering of assumptions about career location and relations with significant epistemic communities. It would seem appropriate in this chapter to focus on the perspectives which deal with the pedagogical and subject assumptions of the researcher rather than on the career perspective since career assumptions on the part of the researcher have only peripheral bearing on the study. However, the three perspectives to be dealt with here will again appear when the teacher is presented to the reader in Chapter Five.

Pedagogical Perspective

Esland offers the following questions designed to uncover the individual's assumptions about learning. Each of the six questions in this section will be applied to the researcher. In response to the first question which asks which psychological theories, explicit or implicit, are dominant, the following answer is given. Although recognition is given by this researcher to the work of Bruner, Piaget and other theorists in the developmental mode, the basic psychological thrust must be described as humanistic in nature. The work of Rogers, Mazlow, Dreikurs and others form the basic psychological underpinnings of this researcher's perspective on learners. The second question which Esland poses focuses on the assumptions which are held about the qualities of responses from pupils which indicate whether learning has taken place. If it is considered important to the researcher that the student learn values and skills as well as factual knowledge then the responses would depend on the particular objectives of a given lesson or series of lessons. In social studies, the personal growth

of the student would matter to the researcher as much as the content of the material being presented. The third and fourth questions ask the individual to define "good" and "bad" pupils in terms of favorable and unfavorable outcomes. Favorable outcomes, to this researcher, in social studies classes, occur when all students are able to show some growth in the knowledge, skills and values components of a program. Unfavorable outcomes, then, occur when the intents, activities or materials are evaluated as being unsuitable for the personal growth of the students. In essence, then, there are no "good" or "bad" students. The intents may be unreasonable, the materials or displays may be unsuitable, the activities may be over or under in their expectations and the evaluation activities may not be properly geared to the given intents, etc. The fifth question addresses the issue of distribution of "good" and "bad" pupils. To the researcher, the distribution alluded to here can be accounted for in different terms. In any classroom, no matter what distribution methods the school has chosen to use in order to make up its classes, there are necessarily 20, 25 or 30 different individuals, who have been gathered together for ease of instruction. The important point here is that the researcher while recognizing the individual "realities" of the 20 or so students, also recognizes the logistical problems of trying to provide individual programs, in social studies or any other subject, for each and every student. So attempts must be made to provide activities and materials which will hopefully permit each student to grow and learn as much as possible. The sixth question deals with intentions as they are displayed in teaching procedures and as they are expressed in favorable

outcomes. To this researcher, outcomes are favorable in social studies classes when all students are given the opportunities to develop skills, gain knowledge and perhaps learn values appropriate to the given reality or life-world of each student.

The next three questions which Esland offers pertain to the child's intellectual status in the view of the teacher. Esland asks the teacher to reflect upon his/her implicit model of the child's thinking. Is the model psychometric or epistemological? Is the child reified? To this researcher the model of the child's thinking is epistemological. The child is not an object that can be treated as we might treat a desk or a chair. The child is a human being who comes to school each morning with his own reality and deserves to be treated with recognition and respect. It should be pointed out to the reader that this researcher in the role of school counsellor has for the past seven years administered a number of intelligence tests. However, if the paradigm of the administrator of such tests differs from the psychometric model usually associated with intelligence testing, the entire activity of testing a child's intellectual ability takes on a completely different coloration. If the intent is to provide the tester with the opportunity to get to know a bit about the personality, work-habits and general behavior of the student in a structured, games-like atmosphere, then the situation is quite different. If the results of the tests are used, not to lable the student, but as diagnostic tools to help the teacher better identify and handle the child's strengths and weaknesses, then, again, the underlying intent is less psychometric and more epistemological in nature. Finally, if such

knowledge about individual students helps teachers (and parents) to make their expectations more realistic and also, helps teachers to better program for that individual child's needs then, again, the intent is different than that usually associated with testing. The second question in this section deals with age and learning and asks the individual teacher to reflect upon the constraints which chronological age is thought to place upon learning. To this researcher, age is only one factor which must be considered in relation to a child's learning. Social and emotional development are also important. Health and physical factors such as hearing and vision are important and must be considered in relation to the child's learning. Family background as to the economic situation, problems at home, and siblings must, also, be considered. Chronological age is, as was stated earlier, only one factor in the total picture of the child and his/her ability to learn. The final question in this section deals with social class and its relation to thinking. To this researcher social class is one factor in many to be recognized and dealt with in relation to how a child thinks and learns. It is not however a factor which encompasses all the other factors discussed earlier. It is one of many but not the only factor which is important. If the teachers who worked with this researcher as a young child, adolescent and college student had allowed social class to be a major factor governing their behavior, this doctoral dissertation would not now be a reality. The third section of the pedagogical perspective deals with the assumptions about teaching style which the individual holds. The first question in this section deals with the question of didactic or problem-setting techniques. To

this researcher there is a place for both styles in social studies classes. At times, it is best and most expedient to lecture to students. At other times, it is better to offer students the opportunity to attack a problem. It depends entirely on what the intents of the teacher are at a given point in time. The second question focuses on the degree of control over communication thought to be necessary. It is important to this researcher that the degree of control of communication be as small as is feasible in a given set of circumstances. The final question in this section focuses on the degree of reification of knowledge which is present in the teacher's reality. In other places in this study the question of "knowing" and "ways of knowing" have been addressed. To this researcher knowledge is not an object which can always be regarded from afar. Knowledge comes in many forms and the ways of getting to know vary from situation to situation. This study is in itself a case in point. If the desire of the researcher had been to find out what a teacher and some students felt about the social studies program, a detailed questionnaire might have been sufficient for that purpose. If however different knowledge was desired, as in this case, different approaches or "ways of finding out" were needed. The multiple realities of three participating groups, it was thought, deserved a more intimate approach.

Subject Perspective

The first question which Esland suggests focuses on the teacher's world view of the subject. To this researcher, social studies is the most important subject in the school. It is the subject which can and perhaps should encompass and underpin every other subject. It is after

all the subject which addresses directly the world we all inhabit: its politics, economy, and problems. The crucial paradigm at work here is the critical paradigm which permits us to see our world and ourselves in praxis. We do not solely act upon our world nor does it solely act upon us. Nor is our relationship to the world we live in solely situational in nature with only our individual concerns playing any importance in how we act in our world. Our relationship to the world is one of praxis. We think and reflect upon ourselves and our world and base our actions upon that desire for the betterment of all groups involved in that world view. The second question in this section asks the teacher to define which problems are important for the subject. To this researcher the problems which are important in social studies in Alberta centre upon issues of development, implementation and evaluation. Since the development of the curriculum has already been completed, the problems concerned with that aspect of the question are, in fairness, not yet in a position to be discussed. Problems of implementation are being experienced now and are discussed later in the study. Problems of evaluation are already being felt. If the government of Alberta encourages school systems to prepare or use system-wide tests for given grades which will measure the knowledge component of the curriculum, then surely a problem will immediately surface. What data will such tests provide? Will these tests be a true measure of the knowledge which students have acquired in social studies classes? These are only some of the problems which are envisaged by this researcher. The utility dimension of the knowledge in social studies provides the focus for the next question in this section. To

this researcher social studies knowledge is best when applied to social concerns. Knowledge for the sake of knowing has its place in social studies classes. However, the emphasis is best placed upon knowledge for the betterment of man and the world he lives in. The process of learning and the cognitive development of children are more important than the acquisition of factual knowledge. The criteria of utility, the focus of the next question, are both extrinsic and intrinsic. If the acquisition of social studies knowledge has economic, humanitarian, or social integration benefits as well as benefits to the individual in that his/her qualities of awareness are heightened, then so much the better. Finally, if as the final question asks, the progression from common sense knowledge to theoretical knowledge can be attained, then not only will researchers be making a useful contribution but students will undoubtedly benefit from the curriculum changes which will hopefully occur.

Although it was earlier stated that career assumptions on the part of the researcher were not appropriate in this chapter, some mention should be made of the parts of this section which are relevant to the reader. It should be recognized both by the researcher and the reader that there is very little public legitimation for the views expressed in this chapter. However, there are enough significant others both in schools and at the University of Alberta who are prepared to reinforce the reality expressed here.

IV. THE SCHOOL AND SCHOOL DISTRICT

The following school description is the one which appears in the records of the school and was given to this researcher by the present principal, Mr. Z. The name of the school has been changed in order to provide the required measure of anonymity expected in good ethnographic field work practices. Unfortunately, it will be readily obvious to residents of Edmonton that the exact location of the school could be easily pin-pointed. However, in order to properly describe the school and the area within which it is located, such complete anonymity as might otherwise be desired has to be sacrificed.

School Description

Boulder Crest Elementary school serves students residing in an area bounded by 42nd Street on the east and 50th Street on the west. The southern boundary is 118th Avenue. Currently the northern boundary is 123rd Avenue. In 1981-82, the northern boundary will be extended to include the Bergman Replot, thus extending it to the Yellowhead Freeway at approximately 126th Avenue. Development of Phase I of the Bergman Replot (see following page) has been approved for single family dwellings by the City. The services are installed and some building has commenced. Phase II, which will include multiple family dwellings and some low-cost housing will possibly require another year of negotiations before given approval.

Boulder Crest is unique in that although the projections for 1981-82 are for 125 students K-6, a decline of approximately 15 from 1980-81, there will be a gradual increase in population from the new

development. Current projections suggest a peak of approximately 300 students in 1985. The first principal of the school, in 1952, was William Nekolaichuk, who retired from service with the Edmonton Public School Board in June, 1981.

As a facility, Boulder Crest is composed of a traditional two storey frame structure built by the Beverly School District in 1952. This wing houses five classrooms, a library, art/science room, music room and the school office. An addition including a large gymnasium and five classrooms was constructed in 1962 which was the same year that the town of Beverly became annexed to the City of Edmonton. Before the addition was built, there was a period of time when the school had a number of portable classrooms and a population of 350 students.

The structure has been well maintained and is generally adequate but requires some renovation in preparation for the impending growth.

Upgrading of the heating system in the original structure has been requested. Requested also was a co-ordinated office complex with an intercom, all to be completed in 1982. The gymnasium floor, lino tile on a cement slab, is very slippery. Currently representation from the school, community and Parks and Recreation are preparing a proposal to have the floor material replaced by wood or another acceptable material under the Project Co-operation Community School Incentive Grant Program. All renovations have been approved by the Edmonton Public School Board.

In 1980-81, six classrooms, one per grade were utilized, one of which was used to separate a grade 2-3 split for eight-tenths of the

time. Another room was utilized half-time for a morning kindergarten program. School-based budgeting allowed the school to set aside funds to provide for and install a rug in a classroom which serves as a Music Room. A classroom was used by the counsellor and the Bureau staff for counselling and testing. (This same room was used by this researcher for interviewing.) Another classroom serves the school for much needed storage. The final vacant classroom serves the E.P.S.B. as a storage room.

For the 1981-82 school term, plans are to utilize the same number of classrooms which will leave only one classroom surplus. Currently, the school has 123 students and 7.3 full-time equivalent teachers. The pupil-teacher ratio is 1:20.8. There is one split class (3/4) separated for .2 of the time. The principal teaches this class for the .2 of their time in order to relieve the teacher for other duties. (School Records, Nov. 1981)

Adequate as the preceeding description undoubtedly is, it does not attempt to provide the reader with the most complete view of Boulder Crest school and its immediate surroundings.

In the description there is mention that the town of Beverly was annexed to Edmonton in 1962. Previous to this date, Beverly was a small town with all the usual characteristics we tend to associate with prairie country towns. Interestingly enough, in 1981, that small-town flavour is still there. When you cross 50th Street going east to Beverly, you feel as if you are indeed entering a small prairie town. The single-family houses are 20 or more years old, with neat yards and trees big enough to show that the area did not spring into being

yesterday or the day before. There are no tall buildings: the two-storey school is the tallest structure around. The stores are usually small, clean but may be a little bit shabby. The area immediately surrounding the school is rather tranquil and sleepy; a characteristic which is not commonly found in other Edmonton suburbs. During the months in which this study was conducted, winter left the district and spring came. The trees and bushes flourished and the grass on the yards and around the school became green and lush. The strongest memory of the time includes peace and sunshine and the smell of newly-cut grass. The peace and sunlight were not only experienced outside and around the school but inside as well. Immediately upon entering the school, the visitor cannot fail to sense the calmness and brightness of the school climate. The reader may feel some scepticism at this point. It would seem highly likely that a researcher describing the site of a study, and the participants in the study, might become somewhat over-glowing in the language he or she might use. The reader can be assured that this is not the case in this instance. Boulder Crest School is unique in this educator's experience. It <u>is</u> a calm, happy place where teachers treat their students well and students flourish in the knowledge that they will be seen as individuals and given care and instruction. What are the contributing factors to this atmosphere? One factor must be size of the school population. In a school with only 123 students and 9 or 10 adults, everyone can pretty well get to know everyone else over time. The fact that teachers do not move away from the school at the same high rate that other schools experience must be a second important factor. The personalities of the

teachers and the principal would also seem to be an important factor in contributing to the overall kindly atmosphere of the school. In the five months that this researcher spent in close proximity to the staff, very few negative comments about the students or their families were heard. Another factor must be the stability of the neighborhood. The majority of the families who send their children to Boulder Crest School have lived in Beverly all of their lives. Many of the mums and dads grew up in the district and attended the school themselves. Some of the teachers, too, are long-time local residents. In particular, the teacher who is the prime teacher-subject of this study has spent most of his adult life as a resident and teacher in the area's schools. Finally, some credit must be given to the custodial staff of the school. Andy has been the head custodian at Boulder Crest School for many years. He has a very proprietary interest in his school and the people who occupy it. He keeps the inside of the building spotlessly clean and the outside neatly trimmed and bedecked with flowers, in season. Getting along with Andy was almost as important for this researcher as getting along with the staff and students. This was not hard to do, however, because both of us came from the same city in Scotland and had much in common to talk about. We also liked to share in doing the Globe and Mail crossword at recess or at noon hour. In retrospect, this researcher was most fortunate in being received so kindly and graciously by the inhabitants of Boulder Crest School.

V. THE TEACHER AND THE KEY INFORMANTS

INTRODUCTION

This chapter gives the reader some ideas about the personalities, perspectives and backgrounds of the informants who provided the rich data which is the backbone of this study. The informants were the teacher who so kindly permitted an outsider to encroach upon the privacy of his classroom and the six grade six students (The Gang of Six!) who were so willing to discuss their life-worlds with a stranger.

The first section of the chapter is devoted to Bob; or Mr. C.; the grade six teacher at Boulder Crest School. He is presented to the reader in two ways. First, his personality, his appearance, his background, family, and general classroom behavior are described. Then the questions from Esland (1971) which were used to analyze the researcher's perspectives in Chapter Three are used to provide the reader with some insights into the teacher's pedagogical, subject and career perspectives.

The second section of the chapter presents the six key informants who represented the students in the study.

The Teacher

Bob, or Mr. C., is a big man with straight black hair lightly tinged with grey. He wears hard-framed glasses and is very neat in his appearance. He taught for many years at the Junior High School level and presents the imposing masculine figure which tends to be associated more with teachers at the higher levels of education than with elementary school teachers.

Bob has been divorced for some time and has one daughter who became twenty years old during the time of the research for the study. Bob's former wife lives in a smaller town in Alberta and has formed a new association. Bob is very close to his daughter and spoke of her often during the months of the study. The researcher and the classroom teacher shared many casual conversations about the dubious joys of raising teenagers.

During the course of these talks, Bob referred often to his own background as a farmer's son of Ukrainian parents, growing up in rural Alberta. Bob's cultural heritage and early years are of great influence in his role as a teacher, especially as a social studies teacher. He is very knowledgeable about his province and his country. Many times, in his social studies classes, he would interject a comment or piece of information which showed his wide knowledge about the industries, occupations, resources and geographical features of Canada.

Bob has lived in the Boulder Crest area of Edmonton for most of his adult life. He taught in the same junior high school for more than a decade. Then, about ten years ago, he felt the need for a change of division. Because he did not wish to leave the area close to his home, he chose to work at Boulder Crest School and has taught grade six there ever since.

Bob is very popular with his students. They appreciate his fairness and the efforts he makes on their behalf. He comes to school early most mornings and makes himself available to students who want or need help with some part of their school work. Some of the comments the students made about their teacher during the course of interviews focused

on such aspects of his personality or behavior as: he's fair, he seems to understand us, he doesn't play favorites, he tries to teach us the things we need to know before we go to junior high school, he's kind, he gives us privileges, he doesn't treat us like little kids. The major criticism, in fact the only criticism, the students made was that he "hollers" from time to time. This researcher did not actually witness any episodes of "hollering". However, once or twice Mr. C. raised his voice in order to get the attention of the class when they had been engaged in some activity which had not required them to be listening to him. The "hollering" described by the students was not said with any particular resentment by any of the informants.

Bob's class knew they were, at times, a bit noisy or rambunctious and acknowledged that, given the same circumstances, they would probably have "hollered", too. Bob's control is not based on authoritarian rule. He is obviously in charge but does not use his position to dominate his students. The young people are comfortable around him and feel free to ask questions or make the occasional comment or joke during class. This democratic approach which he demonstrates seems to have a strong effect on the students' relations not only to the teacher but, also, to each other. The students, although at times brutally candid with each other, did not seem antagonistic or cruel in their dealings with each other. The kind of treatment which the teacher modelled seemed to have set the tone for the prevailing classroom climate.

The Teacher's Pedagogical, Subject and Career Perspectives

Pedagogical perspective:

A. Assumptions about learning

1) The dominant psychological theories which are implicit in the teacher's classroom behavior stem from developmental and cognitive models of behavior. Mr. C. calls himself "traditional" in his approach in that he believes that children of the age of his students need skills and knowledge suitable to their developmental levels and abilities.

2) In order to ascertain whether learning has taken place Mr. C. uses fairly traditional methods. He tests with maps and reports in social studies units. He, also, uses the informal or formal discussions which take place in order to find out how much learning has taken place.

3) The "Good" pupil. To Mr. C. the "good" pupil is the one who tries his/her best, who completes assignments, contributes to class discussions, does not fool around. In other words, the "good" pupil is the one who does the best with what he/she has to offer.

4) The "Bad" pupil. The reverse of the above characteristics would represent the teacher's view of the "bad" pupil. The students who received the most criticism in class were those who wasted their own or other's time, who used research periods to chatter or to be disruptive, or who did not try to do the given assignment. Marks, although important to Mr. C., were not used to embarrass the lower ability students. They were given credit for the efforts they had made.

5) The teacher's explanation for the distribution of good and bad pupils in his classroom would most likely be based on a common sense or realistic view of the neighborhood in which the school is located. The neighborhood is essentially working class in nature so there are very few professionals or even "white-collar" workers among the parents. However, the teacher is also aware that there are very strong values which are predominant in the area. The people, in the teacher's view, are generally hard-working and concerned for the welfare of their children. School is important to these families. However, a large percentage of the parents may not be able to provide the educational or guidance support which their children require. Hence, the differences which are present in the classroom. The "better" students come from homes whose values may be different from those of other students.

6) The intentions, embedded in teaching procedures, for the most favorable outcomes in Mr. C.'s social studies classes focus on knowledge and skills components of his program. He uses methods which he believes to be suitable for the age, backgrounds and abilities of his particular group of students. He is "traditional" and fairly strict in his methods because he believes these methods are best for students whom he considers, in general, lack knowledge and structure in their lives outside the school.

B. Assumptions about the child's intellectual status

1) The teacher's implicit model of the thinking of his students is more epistemological than psychometric in nature. This researcher

once inquired if the teacher knew the I.Q,'s of his students. He smiled and said that he had glanced at the group intelligence scores which were written in each student's cumulative record card. (All students in the E.P.S.B. are given group tests in grade three.) At that time, he did not seem to be very much influenced by such information.

2) The constraints that chronological age is thought to place upon learning did not seem to be of major importance to Mr. C. He seemed to accept that all 11-12 year old children are not the same and that some are much more advanced intellectually, emotionally, socially and physically, than others. These realities are viewed by Mr. C. as facts of life but not necessarily constraints, other than that the differences must be acknowledged and dealt with if each student is to achieve some measure of success in school.

3) Mr. C. did not seem to see social class as being a particular deterrent to learning. In his occasional references to his own background, he seemed to be trying to show his students that anything is possible if you work hard and do the best you can.

Informal Discussion, May 5, 1982

1. Do you think Elementary kids can actually do a process of social inquiry? Can they make decisions on social issues?
   Of the six you're working with, 4 of the 6 could. Take some of the others in my room, they couldn't. With the top students, they could.
2. Do you equate this process with cognitive ability?
   Yes. The brighter student could do it. But if I tell - we identify

a problem, gather and organize data. Some of the students could do this on their own.

Some of the students could analyze and organize data on their own or with my help, but many couldn't. For instance, I asked the class to tell me what they had enjoyed the most in the unit on West Coast Indians. It was the handicrafts. I also asked the students what contributions these Indians had made to Canadian culture. Some of the students gave me something. Many of them couldn't give me anything. They enjoyed the mask-making and the weaving because it was "hands-on". But not book-knowledge.

In this unit on China I'm going to try to take each student through so they can decide, at the end, between Communism and Democracy.

C. Assumptions about teaching style

1) In order to achieve the desired outcomes, Mr. C. uses basically more didactic or preceptive approaches than he does problem-solving strategies. However, it was observed that in one social studies unit the major strategy was essentially research or problem-centred.

2) The degree of control of communication thought to be necessary in Mr. C.'s classes seemed to be minimal. Students were encouraged to go to any available sources of information; to talk to each other, to the teacher or the researcher or to any visitor who happened to come to the room.

Seventh Lesson, March 24

Bill reviewed yesterday's lesson. Today, he asked the "food" group to do their presentations. They were not ready. The "shelter"

group were not ready either. Bill decided that he had better check and see how all of the groups were progressing. He, then, decided that he had better give most of the class another work period since many of the groups were not finished their research. Those students who finished and the group who had already presented were encouraged to tidy up and complete notes in their binders.

Two-thirds of the class went off to the library to continue their research.

The class is a hive of activity today. Students are buzzing around everywhere. Bill acts as a helper, offering suggestions, answering questions and generally facilitating the students' endeavors. I helped one of the students write a summary of his notes on climate along the Pacific Coast of B.C. The skill of summarizing does not seem to be evident in all of the work I have seen or listened to so far.

3) Mr. C. often gave legitimation and public emphasis to pupil-initiated cognitive structures. As has been mentioned before, Mr. C.'s knowledge of the families, backgrounds and values of his students seemed to give him the ability to view each of his students as individuals with different ideas and ways of thinking and behaving.

4) Knowledge did not seem to be reified in any great measure by Mr. C. He seemed to accept and understand many different ways of knowing.

Subject perspective:

1) The teacher's world view of the subject of social studies would seem to cross all three of the paradigms which are being utilized

in this study. At times when the emphasis was upon knowledge and skills and the teaching style was essentially didactic, the paradigm in operation seemed to be "ends-means" in nature. At other times when the style seemed individualistic in nature, the paradigm in operation seemed to be more "situational". The critical paradigm seemed more in evidence when the underlying assumptions of the curriculum were being discussed with the researcher. (see formal interview in Appendix)

2) The problems defined by Mr. C. as being important for the subject seemed to focus on the materials to be used. Preparation of lesson plans suited to the class, gathering material to be used as resources, trying to organize research tasks and other practical concerns predominated in the observations and interviews held with Mr. C.

3) The utility dimension of the knowledge in social studies was not strongly articulated by the teacher to the researcher. However, the utility dimension was often mentioned or even stressed by the teacher in his classroom activities with the students. The historical importance of the unit on Pacific Coast Indians was stressed. The past and present importance of the unit on China was, also, frequently emphasized. In discussions with the researcher, the teacher stressed the knowledge and skills components of the curriculum and the importance of preparing students for Junior High School. (see transcripts of observations)

TUESDAY, MARCH 10 · 11:00 - 11:45

FIRST LESSON ON NEW UNIT -- PACIFIC COAST INDIANS

1. Introduction

   - look at map of Canada

   - West coast, islands, etc.

2. Topics to be covered:

   - geography - mountains, rivers, islands

   - climate - wet and dry seasons, etc.

   - tribes

   - food

   - shelter

   - clothing

   - transformation

   - arts and crafts

   - war and weapons

   - community organization

   - customs and traditions

3. Procedure:

   Review of first unit - group work

   Review of second unit - individual

   Introduction of new unit - group work

   - talked about the benefits of small group research

   - allocation of tasks within a group

      - artistic - illustrations

                 - diagrams

                 - maps

- displays
- crafts
- organization skills
- report writing

4. Select groups
5. Talk about being democratic in choosing groups

   (Two boys called out to help move a table.)
6. Talked about making a title page
   - with a totem pole or something artistic on the cover
7. Group choosing - noisy but interested
   - "Some people may feel hard done by."

General Observations

While the students were getting around to beginning the unit, Bob talked to the students about the historical importance of a unit such as this. He talked in general terms about the various Indian groups studied in earlier grades and how our knowledge of these groups and their lives contributed to our lives.

WEDNESDAY, MAY 6 (a.m.)

FIRST LESSON TO BE OBSERVED IN THE NEW UNIT ON COMMUNIST CHINA

On the blackboard there is a list of 33 topics related to the Unit.

People's Republic of China

1. Area and population
2. Surface features of China
3. Climate
4. The Grand Canal
5. The Hwang Ho River
6. The Yangtze Delta
7. Flora and Fauna
8. Natural Resources
9. Cities
10. China's history
11. The Hsia Dynasty
12. The Chow Dynasty
13. The Chin Dynasty
14. The Han Dynasty
15. The Tang Dynasty
16. The Mongol Dynasty
17. The Manchus Dynasty
18. Events leading up to the establishment of the Republic of China
19. The Republic of China 1911-1949
20. Present day China
21. Present day Education
22. Present day Entertainment
23. Present day Clothes
24. Family life since the 1949 Rev.
25. Relations between Russia and China
26. Problems
27. The Red Guard (Cultural Rev. 1966-67)
28. Death of Mao Tse Tung
29. Government of China
30. People's Liberation Army
31. Chinese agriculture
32. Mining
33. Trade

Today, the class viewed a filmstrip about China. The filmstrip described the Great Wall, Peking, it's palaces and government buildings, shrines, and tombs. There was also some information on Communism, medicine, science and other aspects of Chinese life. Mr. C. showed the filmstrip and discussed some of the vocabulary which was used in the recording which accompanied the filmstrip. Many of the terms such as indoctrination, militia, republican, and acupuncture were alien to the

students. Mr. C. referred to a general discussion he had held with the class on the day before. In preparing the students for the new unit on China he had apparently talked about China's importance as a world power and the historical implications of Chinese history. I missed this discussion so Bob reviewed it for me with the class.

4) The criteria of utility seemed to be more extrinsic than intrinsic. Questions of economics, government, world-improving or humanitarian concern were given emphasis.

5) The question which pertains to inferential progression from common sense to theoretical knowledge is more difficult to address in this particular context. It is the researcher's assumption that the teacher would hope to see his students go from common sense to higher levels of knowledge. It was not this teacher's custom to allow his students to dwell on common sense levels of social studies knowledge. He tried to encourage his students to read, research and synthesize the information they acquired in order to arrive at more advanced levels of understanding.

Career perspective

1) The degree of public legitimacy for the teacher's definition of social studies and its methodology would seem to be fairly high. Mr. C. expressed confidence that he had the support of the community for the social studies program he taught and for the methods he used.

2) In a school as small as Boulder Crest there are not many "significant others" who are in a position to reinforce the teacher's reality. There is the principal who seemed at all times

to respect and support Mr. C. In fact, Mr. C. was Acting Principal when the Principal had to leave the school. There are the other teachers who seemed, also, to like and respect Mr. C. The parents, too, supported him.

3) Also, because of the size of the school, budgetary or departmental separation within the school was not an issue. Therefore, it seems unlikely that such issues would influence the teacher's career perspective.

THE KEY INFORMANTS

The purpose of this section of the study is an attempt to provide a descriptive picture for the reader of the six students who were the key informants in the classroom. In order to provide some structure to the presentation of the description and to avoid the possibility of describing one student more fully than others, the following factors pertaining to each individual are being considered: personal appearance, some personality traits, behavior in different settings, family background, attitudes toward self and others (in particular peers, family and school) and personal goals for the future.

Jose

Jose is a dark-haired, dark-eyed boy of 12. He has a sturdy build and what might be termed a lively appearance. His personality is essentially positive and he has some very strong opinions about many things in life. Although intelligence was not a factor in choosing any of the informants, it could not help but surface when the researcher spent some time in class and in interviews. Having said this, it should be mentioned that Jose was not only the brightest informant in the eyes of the researcher but was considered by his peers and his teacher to be probably the "top" student in the class.

In class, Jose was an active participant in all activities. In particular, he shone in class discussions. He was talkative and had many contributions to make. His comments and observations showed that, for his age, he was well-informed and well-read. He had a boundless curiosity about the whys and wherefores of the world around him. In the interview situation, he was at ease and very willing to give his ideas and opinions. So much so that his tapes took much longer to transcribe and ran to more pages than those of any of the other students!

Jose's family came to Canada from Portugal when he was about 5 years of age. He has a younger sister who was about 9 years of age at the time of the study. His father is a bricklayer and his mother is a housewife. The family are Catholic but chose to send the children to a public school because of its proximity to their home. As well as attending his regular school, Jose takes classes in his own language and often has homework assignments from both sources. During the interviews, Jose commented on the amount of strictures that were placed

upon him by his parents, especially his father. He remarked once that his family might return to Portugal so that Jose could attend a seminary. Education and hard work are obviously of top priority in Jose's family.

Jose's attitude toward social studies was very positive. It is his favorite subject, followed by science and physical education. His attitude towards himself seemed to be good. He knows that he's brighter in some areas than in others. He was very proud to share information about a program at the University of Alberta which he attended during the summer of 1980. Of 60 students from Edmonton, 15 were selected for what Jose termed a "Giftedness" program. He was very happy to report that he "made it" as one of the fifteen students who were chosen. He said that his father took his holidays from work at this time so that he could drive Jose every day to the University for the two weeks of the program.

Jose's attitude toward his peers was in general very positive. Naturally enough, he had his particular friends in the class. However, he did not appear to have any particular "enemies". In response to a question which was posed to all six of the students and which pertained to how they would introduce a new student to the other students, Jose pointed out that he had every student in the classroom "placed". He went on to say that he would warn a new student about people in the class who like to pick fights and start arguments. By the same token, he would tell a new student about which students are helpful, which are athletic and which are hard-working.

Jose's attitude toward his teacher was, also, positive, on the whole. He saw Mr. C. as being rather strict and as having rather high expectations for students like himself. However, he did say that he enjoyed Mr. C's jokes and remarks except when they referred to girlfriends! His attitude toward the principal was positive. He saw Mr. Z. as being rather "tolerant" as he put it. He thought that the principal should, perhaps, use the strap once in a while even if he does not like to use physical punishment. Jose would prefer the strap to a 300-word essay!

In general, Jose's attitude toward his parents was positive. He said that he was fond of them but wished that his dad would give him more time for play and less time for study. When asked how he thought they felt about him, he answered as follows, "They like me to have good marks and keep out of trouble, like normal parents." (Interview, March 23.)

Jose would like to be a pilot when he grows up. He loves aviation and reads as much as he can about it. He would prefer to be a professional soccer player but does not think that could ever be.

Olga

Olga was a tall girl with long fair hair and glasses. She had a rather serious demeanour and seemed older than the other students despite the fact that she was only 11 at the time of the research. Her personality could be described as quiet and intelligent.

In class, she was generally quiet and hard-working but well able to defend herself if the occasion arose. She was obviously well-read for her age and was able to contribute well to class discussions. In the interview situation, Olga was most willing and co-operative and probably the student with the best memory of past grades and activities.

Olga has a brother of 17 and another of 21. She had a sister who died in an accident. Her father works for the City as a driver and her mother runs a small Ukrainian gift shop. All of the family speak, read and write Ukrainian as well as English. Olga described her parents as being very much involved in the Ukrainian community in Edmonton. Olga gave this researcher a beautiful momento of the research when she sewed a little pillow in traditional Ukrainian style to present as a gift at the end of June 1981.

Olga liked social studies and remembered a great deal from social studies units she had experienced in earlier grades. She remembered units in Grade 5 and Grade 3, about settlers and Plains Indians. When asked to describe what social studies was Olga said that it was a subject that taught you about the world or things that had happened in the past. She thought that it gave her a little more knowledge about the world and made her think a bit and discover new subjects. As for

its importance for her future, she thought that it might be important if she was going to be a teacher or work in government.

Olga's attitude towards herself appeared to be good. She appeared confident and aware of her own capabilities. She was a bright girl and knew that she was one of the top students in her class. Her attitude towards her peers was somewhat cool. She had one particular girl friend in class but did not appear to be interested in any of the other students. She was the only girl in the class who could really stand up to the boys when they started to tease or make chauvinistic remarks about the girls. She could give back as good as she received in those verbal exchanges without appearing to lose her poise or dignity.

When asked to talk about her teacher Olga described him as being a good teacher. "He gets a little loud at times but he has good intentions". (April 10) When asked to describe his expectations, Olga thought that what he expected depended on the student in question. "Some (students) are lower than others. Some get more effort on their report cards than achievement." (April 10) Her description and assessment of the principal was very positive. She liked his control over the students and the way he talked over problems with students rather than using the strap. She also liked the way he got around the school and knew every student.

Olga's attitude towards her parents seemed somewhat ambivalent. When asked if she loved them she hesitated and then said, "Yes.". When she was asked if they loved her she replied that she did not really know.

Olga described her favorite hobby as being reading. Her personal goal for the future focused on being a nurse or a doctor. She was asked if she had any fantasies about future occupations; she replied that she would like to be a singer. She attends Ukrainian dancing and singing classes which she enjoys very much.

Roxanne

Roxanne was a pretty girl with long brown hair and a lively expression. At the time of the study she was 11 years old. She had a slim athletic build and was probably about average in height for her age. Her personality was very warm and friendly. She loves to talk; so much so that she was occasionally reprimanded in class for chattering with her friends! Generally speaking her behavior in class was very good. She was an above average students who works hard and usually does well in school.

During the interview, Roxanne was most willing and co-operative. Her pleasant personality and intelligence made her a very good infomant in the study. Unlike some of the other informants, Roxanne had attended Boulder Crest School for her entire school career to that date. She was knowledgeable about the teachers and the school environment and had a good memory for past experiences and activities.

Roxanne has a younger sister who was 9 years old at the time of the study. She and her sister look sufficiently alike that they are occasionally mistaken one for the other. Roxanne's parents are both teachers. Her dad is an instructor of mechanics at N.A.I.T. (Northern Alberta Institute of Technology) and her mother teaches in an elementary school in Edmonton. The parents are of English and Scottish heritage but these origins are some generations ago. Roxanne describes her family as being a close one. She has relatives elsewhere in Canada but does not describe them as being "all that close.".

Roxanne liked social studies but much preferred sports and

physical education. She did not see social studies as being important for her future unless she decided to be a teacher. She also said that she liked art and crafts and considered herself quite artistic. She has reached grade four in piano and has been taking lessons since she was quite young. Occasionally she dreams of being a concert pianist but thinks she will probably be a teacher when she grows up.

Roxanne had a positive attitude towards herself. She knew where her strengths lay and also where she had some difficulties - in mathematics, in particular. She knew that she was an active kind of person who is happier playing sports than doing quieter kinds of activities. Her attitude towards her peers was, in general, very positive. She did not like boys or girls who used "abuseful" language (Roxanne's own word). She considered that most of her class are nice kids. She recognized that some are smarter and more ambitious than others but saw the group, as a whole, as being even in the efforts put into school work.

She liked Mr. C. a lot. She appreciated how much consideration and care he showed to his students. She liked the principal and appreciated the fact that he gave students lots of chances in his role as disciplinarian in the school. Her attitude towards her parents was extremely positive. "I love them a lot and they love me. We're a very close family.". (Second interview, March 24) Roxanne and her parents do many things together. They share household chores as well as outdoor leisure activities. The picture that Roxanne presented of her family was of a close-knit group in which the parents try very hard to be fair and considerate to their children. Each year they go on family holidays

and have very good times together. They have a farm about 250 miles from Edmonton which they visit from time to time.

As mentioned earlier, Roxanne had some personal goals and ambitions. When she fantasized about her future, she thought of being a concert pianist or a professional baseball player! She belongs to many organizations: choirs, soccer, Ringette (a girls' sport somewhat like hockey or lacrosse). In reality, however, she thinks she will probably be a teacher like her parents and aunts. At one time she considered being a lawyer but was dissuaded from this when she learned how many years of University training the law entailed.

Working with Roxanne was a very happy experience for this researcher.

Barry

At the time of the research, Barry was 11 years old. He was a sturdy, brown-haired boy with a rather quiet, serious demeanor. Being included in the study was somewhat uncomfortable for Barry at first. He was never unwilling or unco-operative but seemed rather to be unaccustomed to so much attention. His answers were often rather short and terse. It may be that Barry customarily is not particularly reflective about himself or his life or it may be that he had never been asked to share his thoughts before.

Barry's personality could be described as somewhat reticent. It might be concluded by an observer that Barry is an unhappy person. This researcher did not quite conclude this. It seemed more as though Barry had some difficulties in his life which were not being resolved to his satisfaction. Things did not always work out as Barry would have liked them to. When his dad had to work away from home, Barry missed him very much. When his little sister (aged 5) did something that got Barry into trouble, he seethed with resentment and felt helpless to correct the wrong which he believed had been done to him.

In class, Barry was generally well-behaved. In the interviews, he was willing and co-operative if somewhat unforthcoming. As was mentioned earlier, he would answer any question but often with a short reply. He seemed somewhat embarrassed about answering some of the more personal questions especially those that were directed toward family relations. This situation improved with time and seemed to depend on the trust in the researcher which developed after time passed. Barry was willing to discuss school affairs more readily.

Barry had a younger sister. She was in the Kindergarten class at Boulder Crest during the research phase of this study. His dad is a boilermaker and has to work away from home from time to time. At the time of this research, his mum was at home but had previously been employed as a cashier in some of the local stores and food markets. Barry came to Boulder Crest school in Grade 4 and had attended another school in Edmonton before coming there. Barry did not know his ethnic background or that of his parents.

Barry liked social studies and considered it one of his favorite subjects in school. He liked the historical aspects particularly and expressed a wish that he could go back in time to see what things were really like then. Despite the useful information which Barry felt social studies gave him, he did not see it as being useful for his future life.

Barry's attitude towards himself could not be considered as positive as that of most of the other informants. Remarks which he made during interviews led the researcher to conclude that he did not think that he was very smart or likeable. He was the only informant who would not be willing to specify certain students when introducing a new student to the class and school. "He'd find out for himself.". (Interview, April 10) On the other hand, his attitudes towards his peers seemed to be more positive. "They're a real good bunch of real kids!". (Interview, April 10) When asked what attracted him to some people and not to others, he replied that he liked certain people because they treated him as a friend.

Barry considered Mr. C. to be a good teacher. He remarked that Mr. C. did not pick any pets in the class but you were considered to be a "good egg" if you didn't talk in class very much. "He expects you to do good if he knows you can do good.". (April 10) He thought that the principal was a real nice person who only used the strap as a last resort. He liked the fact that the principal went around the school a lot and knew all the kids.

When Barry was asked how he felt about his parents, he replied that he loved them and thought that they loved him. His parents were the youngest of all of the six students; 29 and 32 at the time of the research.

When Barry grows up he would like to be one of four things: an Indianapolis race-car driver, a pilot, a football player or a baseball player. Barry was asked if he considered that any of the four ideas for the future were real posibilities or only dreams. He thought that two were real: the driver and the football player. Barry is not a reader or a T.V. watcher. He prefers to ride his bike and build models of cars, trucks and planes.

Babita

Babita was a tall, attractive black girl who was 11 years old at the time of the research. She had a very quiet, shy personality and was rather difficult to interview. It was not evident that she was unwilling or unco-operative. It seemed rather to be the case that she found the questions rather hard to answer or was not really prepared to discuss her life-world with a stranger. However, she did answer every question although some of her answers were brief and rather uninformative and she supplied a perspective different from that of the other students. Babita was one of the few blacks in the school at that time.

Babita came to Canada from Jamaica when she was about 2 years old. She and her parents and six of her brothers and sisters lived for about seven years in Toronto before coming to Edmonton in 1980. Three of her brothers are now living in various parts of Canada while Babita and her two teenage sisters are living with her parents in Edmonton in the Boulder Crest District. Her dad is in construction work and her mother works as a nurse in a home for elderly people. Babita showed the researcher some photographs that had been taken in Jamaica in 1979 when she, her sisters and her mother had gone back for a visit. The photographs showed a rural setting where Babita and her relatives seemed to be having a great visit. There were many pictures of family gatherings and social events in which Babita and her mum and sisters were seen being warmly attended by friends and relatives.

Babita's attitude toward social studies was positive. Unlike some of the other students, she saw social studies as being important for

her future life. The material about government especially she saw as being informative for her. "If you're doing a job and you don't have any experience, you'll go back on the things you've learned in school and you'll know more than if you never took them.". (Interview, March 17)

Babita's attitude toward herself seemed, to this researcher, to be positive. She acknowledged that in Toronto and in her neighborhood in Edmonton she had experienced examples of prejudice. She mentioned some name-calling and insults which she had received from time to time. However, she did not express any hesitation in stating that she had not experienced any prejudice in Boulder Crest School. She has found the teachers, principal and students most friendly there. In fact, she was attending Boulder Crest by choice rather than another school which was closer to her home.

Her attitude toward her peers seemed quite positive. She talked of a friend in Toronto that she missed very much. They had been friends for five years and Babita had hated leaving her behind. Her closest friend at Boulder Crest School was Janet. When asked what she liked about Janet, Babita described her as being nice and friendly. The kind of people that Babita is likely to spend time with are those who are friendly and who "behave to their mum and dad and not swear to them.". (Interview, March 24) Babita's relationships with the other students in her class seemed good. The researcher observed a lot of easy banter and teasing between her and the other students. Being the only black in the class did not seem to be a problem to Babita or her peers.

Her attitude towards Mr. C. was very positive. She described him, also, as being nice and friendly and a joker at times. Unlike some of the other informants, she did not see Mr. C. as being hard on students or high in his expectations for them. When questionned about the principal, she did not seem to know him very well. She did believe that he was not a tough disciplinarian and seldom used the strap. She smiled, at this point, and acknowledged that she was not the kind of student who got in trouble very often.

When discussing her parents, Babita talked in positive terms about them. She talked about her dad's hobby of carpentry and how he made her a bookshelf for her room and was in the process of making her a desk. She did not talk much about her mother. She did say that her mum liked to crochet when she was not at work or busy with household chores.

Babita would like to be a nurse or a doctor when she grows up. When asked why she would choose either of these professions, she replied that she wanted to help people when she grew up.

Klaus

Klaus was a tall, slim boy of about 11 at the time of the research. His coloring was fair in that he had fair skin and light brown hair. Klaus could be described as a handsome boy with regular features and a pleasant smile. His personality could be described as rather quiet but positive. In other words his quietness did not seem to denote sadness but rather shyness.

In class too, Klaus was rather quiet most of the time. He seemed to be a reasonably hard-working boy who attended to the teacher and tried to do what he was asked to do. From time to time he would make a comment or respond to a quip from the teacher but generally he was silent. In the interview situation, Klaus was most willing and co-operative if somewhat shy and embarrassed. At first he seemed ill-at-ease at being singled out for interviewing, but as the time passed, he became more comfortable and more forthcoming.

Klaus is the only child in his family. His father works as a salesman and, at the time of the research, his mother was not working. Klaus' ethnic background contains German and Scandinavian elements. He talked about going to Germany with his mother for a visit during the summer of 1981. He told me that he talked German quite well and was looking forward to seeing relatives and friends there.

Social studies was not one of Klaus' favorite subjects in school. He said that he preferred science or physical education. He supposed that social studies could be of some "use" at some time but could not see how it really contributed to his education other than telling him things about the past.

Klaus' attitude towards himself seemed rather good although he admitted to being compliant with his friends. He would rather go along with their wishes than cause an argument by insisting on his own wishes. One of the other informants who is a close friend of Klaus saw him as being rather "touchy" and sensitive. His attitude towards his peers seemed very positive. He had some close friends in the class that he enjoyed playing soccer with or going swimming with. He described the people he chose as friends as being the kind who acted nicely to him and that, he in turn, could act nicely towards.

His attitude toward school seemed good. He liked his teacher and saw him as not being strict usually but being capable of strictness if the occasion called for it. When asked about the principal, Klaus remarked that he did not think that Mr. Z. ever used the strap as punishment but preferred to give erring students an essay or a lecture or a clean-up chore as punishment.

When asked about his parents, Klaus responded that he liked them and thought that they liked him, too. He said that his father liked to go for walks, taking along his binoculars to look at birds or driving to the airport to look at the 'planes. He described his mother as being fond of watching T.V. or going shopping.

Klaus has goals and ambitions for the future. He would like to be a pilot or an engineer. He saw both of these careers as being real possibilities for him and not fantasies. He sees himself as being an above average student who is capable of attaining either of these goals.

SUMMARY

This chapter described the multiple realities of the teacher and the six key informants from the classroom. The teacher's life-world was analyzed in terms of his personal background, and his pedagogical, subject and career perspectives. The students were described in terms of personal appearance, some personality traits, behavior in different settings, family background, attitudes toward self and others and their personal goals for the future.

The teacher's life-world appears to represent an educator of long standing who has a traditional, somewhat pragmatic view of the career he has chosen to follow. Some common threads seem to connect the perspectives of the six students. Positive attitudes towards family, peers and school predominate. There seems to be an implied morality which has determined the responses of these students. In simple words, the students seem to be trying to present themselves as being "good kids" who do not do or say the things that society might frown upon. Perhaps, the very fact that they were selected to play such an important part in the study was, in itself, the factor which determined the "selves" they chose to present. It should be noted, however, that the researcher was at no time aware of any conscious "covering-up" on the parts of any of the informants. Six months in a school is a long time and it would seem to be unlikely that any person, be he or she researcher or informant, would choose deliberately to present a false self to others for such a protracted period of time.

context, he is looking at the question of program development, per se, it is evident that both contexts address themselves to issues of perspectives or co-ordinates of reality within which development and evaluation occur.

Concerned with matters such as impact, motivation and interest, the co-ordinates of reality, or multiple realities, discussed by Werner seemed to provide a framework from which the problem might be viewed. Werner (1977) offers six categories of realities which may be identified within social studies programs as a context from which man is interpreted by teacher and students (p.86). Paramount, technological, theoretic, religious, ideal and illusionary realities are the co-ordinates which Werner suggests.

Upon looking back at the data which had been gathered by living in the situation three dominant realities seemed to surface: the technological realities of ends and means, the paramount realities of stocks of knowledge, relevances and hopes and fears which were so subjective and so specific to that classroom situation and the ideal realities which pertained more to what should be rather than to what is.

In attempting to delve into these three realities, questions taken from Werner (1979) were drawn upon. These questions originally were part of a model designed to delineate three program perspectives. They appeared to parallel very closely the three realities which arose in this study. Some of these questions were used to help analyze the data while the remaining questions were used in the final chapter to help the researcher to suggest alternative perspectives which program developers, teachers and students might consider. The questions

appear in the following pages. For the purposes of the study, the "ends-means" perspective represents the technological reality; the "situational" perspective, the paramount reality; the "critical" perspective, the ideal reality.

(pp. 7-8) Questions related to technological reality

1. How effective are the means in achieving the ends?
2. How much consistency is there? (objectives, content, resources, and strategies)
3. How much certainty is there in predicting outcomes?
4. Which program is the most efficient? (cost and time)
5. Which program produces greater net increases in performance?

(p. 10) Questions related to paramount reality

6. What is the "program" in the view of the participating groups?
7. Do they perceive the program as meaningful, relevant and appropriate to their situations and concerns?
8. What are the perceived strengths and concerns?
9. What frames of reference do participating groups bring to the program? (cultural and experiential frames of reference, intentions, background and values)
10. What is the place and understanding of the program in the larger school and community context?

(p. 15) Questions related to ideal reality

11. What are the underlying intents? (of program)
12. What are the underlying assumptions? (of program)
13. What are the underlying approaches? (of program)
14. What teaching relations are implied?

15. What views of students are implied?
16. Whose interests are being served?
17. Are the root metaphors appropriate?
18. What are the implications of "borrowing" these metaphors from other fields?
19. What "knowledge" is selected and neglected?
20. Who has the power to control?
21. What alternative perspectives can be considered?
22. Are these persnectives "ethically" justifiable?
23. Are these perspectives consistent with our basic values and views of man?

In the following pages, the reader is asked to participate in a particular process which attempts to take what might be termed both an objective and subjective look at the problem. The questions which Werner suggested are addressed.

Technological Realities: the Curriculum Perspective

"Within technological realities the emphasis is on those schemes of interpretation related primarily to means: procedures, methods, treatments, remedial acts and rules based upon the interests of control, certainly, efficiency and predictability of outcomes." (Werner, 1977, p.87).

The technological realities of the program in question, as they are addressed by the questions which Werner offered, focus on means, consistency of objectives, content, resources and strategies, the certainty in predicting outcomes and interests of efficiency and performance. The following quotation taken from the 1981 Curriculum Guide

seems to address the question of intent:

> Effective citizenship is the ultimate goal of social studies. The value, knowledge and skill objectives of the Alberta Social Studies Curriculum are designed to help students develop intellectual independence, moral maturity and more effective involvement in the political, economic and social affairs of their communities. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades. (p.1) (emphasis added)

However, when consideration is given to the prescriptive nature of the program as shown by the objectives outlined in the Guide and the Units and Kanata Kits designed to furnish teachers with prepared lesson plans, a dichotomy of intent seems to surface. The problem that presents itself seems to be summed up in a question of this nature, how can a program which is so structured and prescribed hope to lead to intellectual independence, moral maturity and more effective community involvement? It would seem viable to suggest that structure and prescription might lead more to a limitation of thought and moral development and an unwillingness to become more socially involved rather than the increase in those areas which the goal suggests.

The question of consistency is addressed below:

> Social Studies has been defined as the school subject in which students learn to explore and where possible, to resolve social issues that are of public and personal concern. The preceeding pages (1-11) have provided an overview of program content and objectives for the 1981 A.S.S.C. Minimum expectations regarding core and elective components, evaluation and time allocations have been described briefly, and the status and availability of various learning resources have been outlined. (p.11)

VI. Multiple Realities: Technological, Paramount and Ideal.

INTRODUCTION

The major concern of this study was that of low student interest, lack of motivation and poor impact of the social studies program. To explore these problems, the researcher attempted to uncover and understand the multiple realities which, of necessity, exist when a program, a teacher and a group of students come together to study social studies materials. In the first chapter, it was described that the researcher had attempted to gather the research data by methods taken from anthropological field work. The decision to analyze the data in terms of the phenomenological interests of Werner (et al.) was made by the researcher after the research phase had been completed. This decision, consciously made, stemmed from a desire to enter the research phase with as few preconceived ideas and categories as was possible. However, having gathered the data, the task then became one of deciding how best to approach the analysis phase of the research given the researcher's wish to best use the data in order to answer the initial and governing questions of low interest, motivation and poor impact in social studies classes.

In two particular pieces of work, Werner (1977, 1979) addresses the question of differing perspectives transmitted by program developers (and evaluators) to teachers and students. While, in one context, Werner is discussing paradigms, or perspectives, as they relate to the evaluation, or interpretation, of existing programs and, in the other

Consistency, in this case, is maintained by the materials, resources and units based on the social inquiry process advocated by the program developers. With regard to the question of certainty, the characteristics (or outcomes) of intellectual independence, moral maturity and effective involvement in community affairs are expected to be achieved by the use of the program. At this time, questions of cost and time for the program are difficult to address. However, it would seem viable to suggest that the program as described is considered, by the developers, to be efficient in both cost and time. It has been mandatory since September 1981.

It is really too soon to try to look at net increases in performance.

This program is not being compared to any other program. However, if in the future, it is evaluated as to the question posed here, presumably the characteristics of intellectual independence, moral maturity and more effective involvement in the community will be the variables (or outcomes) which will be scrutinized to determine how effective the program has been.

In the Guide, the methods being advocated which contribute to the technological realities of the program are specifically laid out for the teacher. Based upon the social inquiry model, the units for each grade specify clearly the methods to be used in order to achieve the ends for value, skills and knowledge objectives. Further scrutiny of the units and Kanata Kits shows that the methods for implementation and evaluation of student progress are, again, clearly delineated and represent the technological realities of the program.

Technological Realities: The Teacher's Perspective

Keeping in mind the definition of technological realities provided for the curriculum perspective, the same questions of means, consistency, certainty, efficiency and performance are addressed from the teacher's perspective.

Based on the conclusions drawn from extensive exposure to the teacher's views, it would seem that the "means" of the curriculum will not be effective in achieving the "ends". In other words, the teacher did not believe that teachers (of grade six students) could hopefully resolve social issues. "Of the six students you're working with, 4 of the 6 could. Take some of the others in my room, they couldn't. With the top students, they could (make decisions on social issues)." (Conversation, March 11).

The teacher saw the objectives, content, etc. of the program as being consistent enough. However, he saw that the emphasis on social issues and the social inquiry process as being problematic at the Elementary School level. Also, the resources come into question. "Sometimes, the materials just don't fit the units I want to use. If there had been something to fit the units I wanted to teach I would have used it. There's a unit on the Railroad. I don't know where I'd have fitted that in." (Interview, May 11). Further, the question of strategies was addressed. "You're comfortable with a certain method that you use and to change overnight would not be easy." (May 11).

It would seem viable to state that the teacher in question would see very little certainty (if any) in predicting the specific outcomes of this program. When asked if he agreed with the definition of social

studies on page 1 of the 1981 Curriculum Guide, the teacher replied, "In part. I don't think we can hopefully resolve social issues." (May 11). In any case, the teacher did not appear to be primarily concerned with matters of efficiency and certainty.

Cost - the teacher feels that you can get too many resources that are not necessarily the kind of things that you might want in your own classroom. The cost of in-servicing teachers was discussed and considered to be problematic, also. "I think it (the in-service program) should be helpful but whether teachers will use any of it, I don't know. I think teachers may reflect but it's not easy to change your style. It's like your personality. You've developed it over time. You're comfortable with a certain method that you use and to change overnight would not be easy. I don't think teachers will go from one end of a continuum (of teaching styles) to another." (May 11). When discussing the time factor, the teacher felt that the prescribed time to be allocated for social studies at the grade six level (184 minutes per week) was not enough. "I have 260 minutes (per week)." (Conversation, March 4, 1981).

Since the teacher depended on units prepared by either the Edmonton Public School Board or himself and, further, stressed knowledge and skills objectives which met his own intents, he believed that the program which he was using obtained the best results. During a conversation which occurred during the first week of the study, when the teacher was discussing the students individually, the question of programming for a particular group of students arose. At that time, the teacher stated that he used the units which he thougt were best for his students.

Technological Realities: The Students' Perspective

The responses to Werner's questions which are provided in this section are based upon seven in-depth interviews with six students and, also, upon questionnaires and interviews which the remaining twenty students in the class completed. An attempt has been made to synthesize the various responses of the twenty-six students into a meaningful whole which we might take as a perspective which represents the students' views on social studies as it affects their lives. The classroom observations were used to validate or refute the perspectives which the students discussed.

It would seem that, in the eyes of the students, the major objective of social studies classes is to teach them about other countries and other times. When asked what social studies was supposed to teach you and what the underlying purpose of social studies was, Jose replied as follows:

> About people, cultures, other areas of the world and so on...to broaden your knowledge of the earth and what goes on in the earth.
> (First interview, March 16, 1981)

This view represents a common thread which ran through the responses of all of the students. However, the actual question of ends and means was not answered at any time by the students. Although aware of the "means" as used by their teacher in social studies classes, they were not aware of the "ends" or intended outcomes of the program they were receiving. As to the question of effectiveness, it appeared that many of the students did not find social studies classes particularly useful. So if we consider that point as a measure of effectiveness, then to many of the students, the program was not effective.

Generally speaking, the grade six students did not consider such matters as this question addresses. However, they were aware of the objectives of their social studies units as presented to them by their teacher. In other words, they knew what his objectives were, why he had chosen certain content, what the situation was as far as resources were concerned and why he used certain strategies. This class was fortunate in that the teacher shared many of these matters with the class. He told them what he is expected to do and shared with them the ways in which he made decisions concerning the social studies units he chose to present.

Grade six students can fully understand that knowledge can be measured by testing in the traditional ways. For example, they know that a test on factual knowledge shows who knows what and who does not. However, they do not know when they have acquired skills or values as outcomes of a unit. As a researcher, it was evident that the various learnings which the students described from present and previous units, were not, probably, the outcomes which the unit developers or the teachers expected. For example, the highlights of a unit on Pacific Coast Indians which the students described focused on crafts which the students made and a program which demonstrated Indian dances and songs. If the present curriculum had expected an outcome directed towards social issues pertaining to Canadian Indians, it would have been sadly disappointed. So it would appear that there is very little certainty in predicting the outcomes which the new curriculum espouses. Entirely different objectives, resources, content and teaching strategies might bring forth such outcomes but the approaches used did not.

Again, students at this level were not aware of such matters as cost and time efficiency in any cognitively cogent manner. However, they were aware of the necessity of planning the time for a year. This planning, they saw as being the teacher's prerogative, because it had not occurred to them that they might have some in-put in planning. They tended to accept the teacher's time-lines. Matters of cost were not of high importance to them except when they were directly involved. For example, they were fully aware that the group and individual research in which they were involved would have been easier and more satisfactory to them if the school had had more books and materials. During the unit on China, the teacher joked that it would be great if he could take them all to China for a visit. The students laughed and recognized the impossibility of such a trip for most, if not all, of their families' budgets. The possibility of the school paying for such a trip did not enter their minds or, it would be truer to say, that this possibility was not expressed by any of the students.

As expressed earlier, these students were aware of performance in terms of knowledge gained. So, if they did compare programs, they would be using knowledge as the basic unit of comparison. It was found, though, that the students were more likely to compare the topics of the units and the teachers who taught them than the amount of knowledge gained from any given unit. Of importance, too, were the aspects of interest and pleasure. Students remembered the field trips that were "fun" and the activities that were "interesting".

Since the purpose of this study, as mentioned earlier, is not a comparison of two or more programs, it would seem inappropriate to look

for comparisons made by students. However, since programs are often different, because of differences of approach and content made by various teachers, students, when they talk about earlier grades and units, are, in effect, comparing "programs". Without being consciously aware of what they are comparing, their remembrances tell the researcher what they have, in effect, gained from previous social studies classes and experiences.

To summarize, despite the fact that the means and ends of the classroom were not compatible necessarily with the means and ends of the program developed by the Government of Alberta, there were still technological realities present in both contexts. The basic difference which surfaced between two contexts was that of "ends". The expected ultimate outcome of the program is that of effective citizenship through the solution of social issues or problems. In the classroom, the "ends" of the program in place were less global and more situation-specific. The teacher felt that his responsibility to his students in social studies classes should focus on trying to increase their knowledge about Canada and other parts of the world. Secondly, he felt that he should try to increase the students' skills in areas such as research, summarizing, map-making, note-taking and other traditional social studies skills. The teacher was very conscious that these students were shortly moving on to Junior High schools and, having been a teacher at that level himself for many years, was very aware of the expectations that would be placed upon his students at the Division Three level in their education. They would be expected to have specific knowledge and skills, particularly skills, by their Junior High teachers of social studies.

Paramount Realities: The Curriculum Perspective

> The reality of the life world is not accepted generally by program developers as a co-ordinate for viewing man. The student is asked to suspend temporarily the interests, stocks of knowledge, relevances, hopes and fears, personal motives and projects, and logics which characterize his everyday world in favor of theoretic schemes to be found in textbooks for defining legitimate social problems and adequate solutions. (Werner, 1977, p.86)

The paramount realities of the program, as they are addressed by Werner's questions for this perspective, focus on the views of the participating groups as they pertain to the interests of relevancy, strengths, concerns, frames of reference and matters of place and understanding of the program in the larger school and community context.

In the view of the Curriculum Guide, the program is one which attempts to put into effect the definition of social studies which is given, "Social Studies is the school subject in which students learn to explore and, where possible, resolve, social issues that are of public and personal concern." (p.1).

In discussing the topics which have been selected to acknowledge the following criteria, the designers of the curriculum appear to have been attempting to respond to real (or imagined) concerns of Canadians. In particular, the criterion (a broad spectrum of Canadian studies) is justified as follows:

> Regarding the latter criterion, the Alberta Social Studies Curriculum, recognizes the current concern of most Canadians that students be given opportunities to become more knowledgeable about their country's history, geography, government and economy. (p.1)

The highly prescriptive nature of the curriculum is considered to be a strength by those who developed the program. In the guide there are three topics for the grades 1-10 and two for grades 11 and 12. In each topic, there are knowledge, skills and values objectives which are provided for the teacher.

It is, also, viable to suggest that the large sums of money which have been, and are still being, spent on resources, in-servicing, etc., are considered to be a strength. A current money figure, supplied by Dr. K. Nixon, Director of the Heritage Project, was given as $9,222,000. This project has been responsible for the development of the Kanata Kits, Junior Atlases and other resources for social studies in the province (telephone conversation, March 14, 1982).

"The allocation to Canadian Studies in the 1981 Alberta Curriculum represents about 60% of the total prescribed content." (Alberta Curriculum Guide, p.1). One may conclude that the emphasis stated above upon Canadian content would be considered a strength since it is based upon a perceived concern of "most Canadian that students be given opportunities to become more knowledgeable about their country's history, geography, government, and economy." (p.1).

Lastly, the particular social inquiry process advocated by the program must, of necessity, be considered to be a strength by those who chose it. Considering that there are a number of other processes for problem-solving which might have been chosen, it seems likely that the particular process chosen was considered to be better than others.

Certain aspects of the question of frames of reference are extremely difficult to answer. For example, we have no way of knowing

the cultural and experiential frames of reference, the personal backgrounds and individual/group values of those who designed the program. However, we do know many of the intentions of the designing group as they are stated in the Curriculum Guide. The definition of social studies which appears earlier in this section seems to contain within it one of the major intents of the designers as a participating group. "Social Studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern." (p.1).

In analyzing the 1971 Secondary Social Studies Curriculum, Aoki and Werner (1975, Appendix B.2) looked at the intentionality of the program. It would not seem invalid at this time to subject the 1981 program to the same scrutiny. In arguing that the framework of the 1971 program was technological in nature it would seem viable to look at the definitions which Werner and Aoki provide for such a statement and to see if the same framework is present in this new curriculum.

> Within this technological framework, problems are defined in terms that allow for solutions through the application of techniques designed to produce predictable ends by standardized means under specified conditions. Primary objectives toward which technique is directed are: control of the problem and definitions of context in order that both may be fitted into a clear-cut strategy; certainty of solution assured through proper application of means; and efficiency in attaining outcomes. (p.68)

Are the above statements true of the 1978, 1981 curriculum? Are problems controlled in this new program? It seems viable to suggest that they are not only controlled by the program but are specifically stated in each topic. Is the context of each problem defined? It would

seem so since each problem is set in a specific context. For example, Topic C, Grade Nine states the problem as follows: should the introduction of new technologies be controlled in Canada? Is there a clear-cut strategy in this program? Indeed, it is true that the Social Inquiry process underlying the program is a very clear-cut strategy for solving social issues. Should there be some certainty of solution if the means of the program are properly applied? It would seem so since the means (lessons, techniques, etc.) are very thoroughly specified in the Unit plans and Kanata Kits. Is efficiency a concern? The very thorough nature of the Unit plans, Kanata Kits, etc., related to the program, if used carefully, would seem to assure efficiency in achieving outcomes.

The curriculum guide itself would not seem to be the best place to look for answers to the question of place and understanding in a larger context. Although the guide describes the ultimate goal of social studies as being that of effective citizenship, we do not know yet as to whether the program is viewed by the schools or the community at large, as being an effective or viable tool for achieving such an end. It may not even be fair to speculate, at this point in time, as to whether the program, when it is fully in place, will be seen by the schools or the community at large in the same light as it sees itself. This researcher has been in the position recently of receiving some feedback from some practicing teachers. The school staff which permitted the research for this study to be conducted at its school will be represented by the teacher whose perceptions will appear in the second part of the section. An opportunity was given to this researcher by the principal of the

school to meet with the staff with the express purpose of discussing the "new" program and, thus, permitting the opinions of the staff to be expressed. These opinions will be presented later in the study, in the appendices.

The Alberta Report, an amalgamation of the Calgary and Edmonton Reports which occurred in 1979, may be considered to be one of the few publications in the province which provides the general public with articles on specific educational issues. A recent survey of back issues of the periodical conducted by this researcher revealed that since late 1978, the period of time when discussion about the new Social Studies program might be expected to be evident, only four articles have appeared which dealt directly or indirectly with the new program. The first article dealt with the history component in social studies education (Feb. 22, 1980, pp.27-29). The next article was a lengthy discussion of the program in which the viewpoints of various educators, program designers and government officials were expressed (Mar. 6, 1981, pp.45-49). The third article discussed the case against indoctrination in social studies classes and in public schools, in general (June 21, 1981, pp.50-51). The fourth article represented the viewpoint of a school superintendent in Alberta who considers the new program as being "subversive" (Feb. 8, 1982, p.38).

The hopes and fears expressed in the articles referred to above seem to focus on issues such as the possible misuse of history in the new program, the optimistic views of educators and program developers about the expected positive outcomes of the program, the possibility, or fear, that the values component in the new program might lead to indoctrination

in public schools and the fear that the "new" program might be subversive in its effects.

In the guide itself, the hopes focus on effective citizenship while the fears appear to be focused on matters of planning, use of time, outcomes, resources and other practical concerns.

Paramount Realities: The Teacher's Perspective

Once again, with the definition of paramount realities which focuses on the life-world of the individual, the questions of views, relevancy, strengths, concerns, frames of reference, place and understanding are addressed.

The program is not, at this time, the program as described by the Curriculum Guide. It is, in fact, a program based on school board or teacher-prepared material and dependent on resources available in the school or provided by resource people from the school system or the general public. It should be noted, however, that the Alberta Education Guide and some of the Grade Six resources were available in the school at the time and had been examined by the teacher. "We've had quite a lot of Social Studies in-service at this school." (May 11).

While the teacher sees some necessity for "pulling together" the many and varied activities which Social Studies teachers have been indulging in for the past decade or so, he does not particularly perceive the program in question as being meaningful, relevant or appropriate to his own situation and concerns.

One of the perceived strengths of the program is the emphasis on knowledge and skills objectives. Another strength of the program is its emphasis on a more "student-teacher-shared" mode of teaching. While

acknowledging that it is unlikely that older teachers can or will change their style, the teacher thinks that, with the "newer" style, the program will be more meaningful to the students. Thirdly, the teacher sees the possibility in this program, of students picking up a lot of Language Arts skills.

There are, however, some concerns attached to the program. First, the emphasis on social issues is a concern. Related to this is a second concern related to the cognitive ability of elementary school students. While accepting that Junior High or High School teachers, with their brighter students, could engage in activities which involved social issues and value concerns, the teacher recognizes the limitations, both in age and ability, found in an average elementary school classroom. The values component of the program provides another serious concern. This teacher is seriously afraid of indoctrinating his students. While seriously trying, in a unit on China, to present the pros and cons of Chinese Communism, he was constantly aware of the backgrounds of his students. Because he has taken the trouble to get to know the parents of his students, he is aware that many of them are immigrants who have suffered under Fascist and Communist regimes. The suggested times for social studies instruction in the Curriculum Guide is an additional concern. The 184 minutes suggested does not seem enough. This particular teacher has 260 minutes of social studies instruction per week. In-servicing attached to the new curriculum is another concern. "Teachers are 'in-serviced' to death! (Consultants) will meet a lot of resistance." (Interview, April).

As was alluded to earlier, the frame of reference which the

teacher brings to the program combines many of the cultural and experiential influences discussed in an earlier chapter. The intents which this teacher brings to his teaching of Social Studies are based largely on his knowledge about his students; his awareness of their differing cultural backgrounds, their wide range of abilities and his own desire to provide them with the skills and knowledge he deems to be important. The values which this teacher holds are not greatly in conflict with the values inherent in the program. However, the teacher, being in the "front Line", takes a pragmatic view of what he can decently and realistically do in his Social Studies classes. He has no desire to offend or neglect his students or their families.

School Context: regular exposure to the staff and administrator of the school had led this researcher to arrive at the following conclusions concerning the place and understanding of the program in the larger school context. (These conclusions were reinforced and became coalesced when a unique opportunity was offered for a discussion of the program led by this researcher at a specially organized staff meeting.)

a) The place of the program is not top priority with the teachers of the school. It is, however, important to the principal. This importance would account, in part, for the principal's willingness to allow a Social Studies researcher into his school. The teachers have two major concerns. The first concern relates to the social inquiry process which they feel is difficult for them to understand and implement and unsuitable for the abilities and ages of the students they teach. A second concern relates more to the prescriptive nature and perceived complicated presentation of the curriculum itself, as represented by the Curriculum Guide.

b) The understanding of the program by the staff and administration of the school is probably, as we might guess, better than in most elementary schools in this province. Not only have the teachers been encouraged to familiarize themselves with the objectives of the program and the resources presently available, but they have voluntarily used one of their "precious" professional development days to listen to a consultant talk about the new Social Studies curriculum. It should be noted that the decision to be "in-serviced" in Social Studies occurred before the program became mandatory. It was evident, at the meeting which this researcher chaired, that the staff understood, but essentially rejected, the program.

Community Context: there was no evidence that the community at large had any particular knowledge of the new social studies curriculum. It may be assumed that the neighborhood has as much knowledge gleaned from the media as other communities in Alberta. As we know, considerable space and time has been given by the media to the new curriculum since 1978 when the first draft of the curriculum became public. However, as has been stated above, no particular knowledge within the community had been noticed.

From the teacher's point of view, the hopes and fears in the classroom focus entirely on the welfare of the students. He hopes that the students, in general, will benefit from the knowledge and skills objectives which he attempts to pursue. Any fears he may have, concerning social studies in particular, focus on those students who, for whatever reason, seem to not be able to assimilate the information or acquire the skills that he is attempting to teach.

Paramount Realities: The Students' Perspective

In this case, the group in question is the grade six class which was being researched. In the view of this group, the program is essentially what the teacher decides it should be. Especially in the areas of objectives, content and strategies, the program rests in the hands of the teacher. However, when we look at the students' responses for evidence of congruence or compatability between the teacher's presumed intents and perceptions, we see that the students view social studies differently than their teacher does. For this group, social studies is a conglomerate of maps, topics, notes from the blackboard, names to remember, crafts to make and the occasional activity or trip to brighten things up! It is certainly not "the school subject in which students learn to explore and, where possible, resolve, social issues that are of public and personal concern" (p.1 of Curriculum Guide). The program is not even what the teacher thinks it is, in the view of the students. If we compare the teacher's view to that of the students we find discrepancies which are marked and important as later sections of this section will show.

In the first interview which was held with the six students who were the key informants in this study, the following questions were posed:

a) What is social studies?

b) Does it have a different purpose than other subjects in school?

c) Is it important for your future?

The responses are summarized below.

a) What is social studies?

- It's learning about history, past, present and future.

- (It's) about people, cultures, other areas of the world and so on.
- It's a subject that teaches you about the world or something that happened before. There's a lot of history.
- History of times gone by. That you're supposed to remember.
- It's mostly learning about different countries, what people are or what they used to be, or what they do.
- Our teacher told us, when we grow up, if it's about government, we'll know what everything is about.

As can be seen from the responses above, the six students have what we might call the "traditional" view of what social studies is or is supposed to be.

b) Does it have a different purpose than other subjects in school?

- Yes, to help you learn about Indians or whatever.
- Yes, to broaden your knowledge of the earth and what goes on in the earth.
- Yes, it gives you a little more knowledge about the world. It makes you think a bit and discover new subjects.
- History and a little bit about your country or whatever country you're talking about.
- Not a different purpose from my point of view. Maybe teach us about what used to be.
- I think it's important to know how people lived a long time ago and how they still live now.

The reader will note the prevalence of "knowledge" as the major focus in the responses of the students. History and knowledge about the world

would seem to be the aspects of social studies which these students see as differing from the purposes of other school subjects.

c) Is it important for your future?

- Yes. It could be some "use" at some time.
- Not really. Not that much.
- Maybe for a teacher, or in government, you might go into politics.
- Yes, if you're going to be a teacher, but I'm not familiar with other jobs that it would.
- Not really useful for a future job.
- 'Cos if you're doing a job and you don't have any experience, you'll go back on the things you've learned in school and you'll know more than if you never took them.

The reader will note that those students who saw some importance in social studies, saw the importance in terms of future occupations and not in terms of personal development or social involvement.

In summary, it would seem that the students do not, in general, perceive the existing program as being all that meaningful, relevant or appropriate to them other than the knowledge about the world and history that it provides.

Since the students involved in the study are not yet very familiar with the "new" curriculum questions pertaining to that program were not possible. However, some assumptions about how the students might view such a program are possible based on their views about social studies, in general, and their present and past experiences as students in social studies classes.

The strengths of social studies, from the point of view of these

students, lie in the areas of knowledge in the content areas. They enjoy history and learning about their own country and other peoples' countries. It might be conjectured that they might see the social inquiry process as a strength in the new curriculum. Since many of them are already being exposed to the various steps of the process however unstated that intent might be, it might be conjectured that a more prescribed or deliberate attempt to focus on the steps would not be unfavorably received. In the opinion of the teacher, many of his students could not handle the higher levels of the process (due to lack of ability) but some of his students could and do handle higher level cognitive skills both inside and outside of the school. So the ability level of the students, although not consciously expressed by them would be a concern. A concern expressed indirectly by the students focused on their attempts to like social studies classes and their admitted failure to succeed in their desire to do so. Students rate Mathematics, Language Arts and Physical Education higher than they rate Social Studies. Only one or two students rated Social Studies as their first or second choice in order of preference. Happily, it was not the lowest subject on their list. It came somewhere in the middle of the list. It would seem that students would like to rate Social Studies higher but, for a number of reasons, are unable to do so. Perhaps the issue of relevance, content and strategies addressed earlier in this section provide us with some of the reasons which the students were unable or unprepared to express for themselves. It should be noted that when each of the twenty-six students in the classroom was asked what things he or she liked or disliked about social studies, the following information

was given:

a) the most "disliked" activity was copying notes from the blackboard (20 of the 26 students expressed this feeling).

b) the most positive aspect of social studies to many of the students was the arts and crafts (19 of the 26 students expressed this feeling).

If we attempt to look at the cultural and experiential frames of reference, intentions, backgrounds and values of the six students who are the main constituents of the student section, we are facing a rather formidable task. The six key informants were deliberately chosen more for their differences than for their similarities. Ideally, key informants should represent as many viewpoints on a culture or sub-culture as possible. So choosing students for their variety gives validation to the individual conclusions drawn but presents tremendous difficulties when the researcher tries to present a group viewpoint. With these difficulties in mind an attempt will be made here to collect the personal data provided by the students and to summarize that data in order to present a group viewpoint.

Cultural backgrounds: four of the students in the study were born in Alberta, Canada. Two were born elsewhere: one in Portugal, one in Jamaica. The backgrounds of the four students born in this country represent a variety of cultures. Klaus' parents are from Germany; Olga's parents are first generation Ukrainian Canadians; Barry's parents were born here but are probably of European origin; and Roxanne's parents are of British extraction. Of the two immigrant students, one has been in Canada approximately six years and the other about eight

years. Three of the students speak a second language: Spanish, German or Ukrainian. Four of the students are particularly conscious of the cultural heritage of their families. Two of the students take classes in their respective first languages and all keep in touch with relatives and friends in the "Old" country. The cultures and values of their homes and families are very strong in these students. Four of the six students often expressed values that they knew their parents held to be important; hard work, education, planning for the future, getting along with others are only some of the values which the students discussed. Two of the students were less willing or able to express particular cultural values.

Experientially, these students are, of course, quite young. They range in age from 11 years to 12 years. However, they have, collectively a fairly large repertoire of experience to draw upon. Some have travelled to other countries for holidays, or have memories of other cultures. For others, the cultural heritage of their families is ever-present. Olga is very conscious of her Ukrainian heritage. As a parting gift, she presented me with a beautiful little pillow which she had embroidered with neat red, black and white needlepoint stitches. Her mother has taught her to sew and knit in a way which could only be called "Old Country". Jose can not only speak and write well in English, his second language, but is learning to do the same in his native Spanish. Klaus can not only speak German but also a little Danish (his mother has relatives in Denmark whom he has visited with his parents). Babita showed me pictures of her relatives and friends back in Jamaica. She described her life when she lived there and what she found different

in her life here in Canada. Roxanne, although essentially rooted here in Canada, can talk with knowledge about farms and farm-life which is experientially different from anything this researcher, for example, has ever been exposed to.

The intentions of the group are harder to describe. They have, in general, some intentions related to their future plans. However, they do not express intentions which might be in any particular relationship to social studies classes or curricula. They do not see themselves as being the "deciders" about social studies content or procedures. They know fairly well what they like to do or experience but do not see themselves as controlling such decisions. For example, in the first interviews which were held with the six students chosen as key informants in the class, the following questions were posed: which group are you in and how were you chosen for this group? The students gave the researcher the name of the group and the following reasons for their involvement in that particular group.

O: I guess he thinks I'm a good worker. ("He" is Mr. C. the teacher)

J: He thinks I'm capable of it. I got chosen so I'm doing my best. ("He", again, is the teacher)

B: I don't know. We thought it might be interesting and fun. (There are two students in Barry's group.)

R: I'm a bit artistic. (Roxanne was chosen for the Arts and Crafts group.)

B: I don't know. He said we could pick anything we wanted so me and these two girls picked Clothing.

K: I guess he thinks I'd be good at "Tribes".

The reader will note that only one of the six students expressed the thought that she had had some control over choosing the group in which she was to work. The other five students accepted that "he", the teacher, had the final choice.

The values which the group expresses vary from individual to individual when we consider their various backgrounds. However, there are some common threads which run through the values they discuss when questioned about the school and related activities. They expressed common concerns when asked how they would go about introducing a new student to the school. They valued knowledge about the school and its policies and routines. They felt that a new students should know something about the teacher and the principal: what they like and don't like and so on. When questioned about the other students in the class, they felt that they would be obliged to let the new student know who to befriend and who to avoid. The characteristics of the students to be avoided focused on such unpopular behavior as aggressiveness, short-tempered verbal or physical abuse, and not trying to do his/her best in school. Only two of the group would not discuss the other students with a new student. Those two felt that the new person should find out about the students in the class by themselves. The prevailing positive characteristic which all of the students valued was that of being friendly. Interestingly enough, all of this group value humor as a personal characteristic. This researcher had not expected students of this age to be as aware of the value of humor as an interaction aspect as they obviously were.

The perspective of the students as to the place and understanding

of social studies in the larger school and community context is not easy to express in concrete terms. They knew that social studies was part of what they were expected to do in school, despite the fact that it was not, in general, their favorite school subject. They did not seem to know how the teachers in general view social studies although they did know that Mr. C. did like it and spent a lot of class time on it (260 minutes per week as opposed to the 184 minutes per week suggested in the Curriculum Guide). They were not aware of the community view of social studies other than the fact that their parents emphasize other subjects such as Math or English (Language Arts).

There were no particular hopes or fears about social studies expressed by the student informants. Any hopes or fears that were mentioned centred upon issues of their present lives or their futures. Social studies, as a school subject, did not appear to be a focus of concern. Not particularly popular but not a cause for worry, either. Report card marks in Language Arts or Mathematics were more important to these students. Personal success in Physical Education rated higher than a "good" mark in social studies for the girls as well as the boys.

In summation, in the program, the paramount realities focus primarily on social issues and disciplines. In the Curriculum Guide (1981) in answer to the question as to what is prescribed in the program the following statement is made; "One social issue per curriculum topic is prescribed for inquiry. Issues and competing values are stated in a form that should provide a focus for teacher planning and student inquiry. So long as the intent and meaning of the issue are preserved, teachers are encouraged to modify specific wording to suit their own

preferences and those of their students" (p.4).

The role of the disciplines in the program is outlined under the heading of the knowledge objectives of the program.

> The knowledge component of social studies objectives is drawn mainly from history, geography, and the social sciences. History and geography, in particular, integrate much of human experience and provide an essential base for positive citizenship. Content and processes from economics, political science, sociology and anthropology can greatly increase our ability to understand and resolve contemporary social issues, however, and hence have been accorded significant emphasis in the design and development of the 1981 Alberta Social Studies Curriculum. (p.6)

In the classroom situation, the paramount realities of the teacher and the students differed somewhat. While being aware of the realities of the program as stated above, the teacher is faced with somewhat of a dilemma when he comes to begin planning for the grade six students in his class. The major paramount reality that he faces is that while he may feel that he has many of the stocks of knowledge, interests, personal ideas and projects, and also logics which might be in tune with the program, his students, on the whole, do not. He did not feel that the students he taught had sufficient knowledge or skills to tackle the solving of social issues. From the students' points of view, the paramount realities of their life-worlds which had to be suspended for social studies classes were so great, in general, that any attempt, on their part, to look at social issues could, at best, be only superficial and somewhat haphazard. The everyday world of these students appeared to be much narrower in scope than that expected as a basis for the

program's realities. It should be stated, however, that the teacher did attempt, in the two units observed, to fulfil some knowledge obligations in the disciplines of history, geography and some of the social sciences; in particular, political science and economics. The unit on the Pacific Coast Indians had a strong historical and a geographic base while the unit on China was also historical, geographic and political in focus.

At this point, the question of motives for learning should be addressed. In the Guide, the major motive for learning appears to be that of effective citizenship. The students acquire the knowledge, skills and values espoused in the program in order to become effective citizens. In the classroom, the motives for learning differed from teacher to students. In all fairness to both groups, or participants, the teacher's motives appeared to be much loftier than those of his students. He wanted his students to acquire some knowledge about the world they occupy and some skills to apply such knowledge. The students, essentially, did not eschew the knowledge or skills being offered. It would seem more accurate to state that neither the knowledge nor the skills seemed particularly important to their present or future lives. Interesting, at times; fun, at times; but not all that relevant.

The stocks of knowledge identified by the teacher and the students differed somewhat but not as markedly as might be observed in other classroom contexts. The teacher conducted himself around his students as though he felt he was of the same world as they were. Living as he does in essentially the same district as they do, he treated the students as though their life-worlds were similar to his own or at least within

his ken. Any points of different between his stocks of knowledge and theirs would primarily focus on age difference, education and cultural background. Otherwise, differences of values, perspectives or viewpoints could be attributed to particular family backgrounds. This researcher has never worked or lived in a small town or village. However, many years of reading and living have led this researcher to form some ideas about what teaching in a small community might be like. Such ideas presented themselves to the researcher's mind as daily exposure to Mr. C's class progressed. There was little evidence that differences of class, values or motives between the teacher and his students were a concern. Perhaps, it might be more accurate to say that the values of the families were similar to those of the teacher. Individual students could be said to have been manifesting values or belief systems that were not only dissimilar to the teacher's values but, apparently, in conflict with the values of their own families! Just as seems to be the case in smaller communities, in the classroom in question, the teacher showed a somewhat protective attitude toward his students.

The major frame of reference in the guide is the social inquiry model. In the classroom, the major model for instruction emphasized knowledge and skills and depended on techniques of discussion, report-making, maps, research from written resource materials and the use of audio-visual resources.

In the Guide, because the major model is the social inquiry model depicted earlier, the logics or ways of reasoning focus primarily on that model.

In the classroom, the ways of reasoning were much more various.

The dominant approach to reasoning was that of the teacher. However, during the time of the research phase, the researcher became somewhat familiar with the logics which dominated among the students in the classroom. The dominant logics among the key informants focused primarily upon the necessary ways of reasoning which were emphasized in their everyday lives. Because four of the students were considered to be "bright", the logics of mathematics, language arts, social studies and other subjects did not seem to be particularly problematic to these students. However, to the other participants, the differing expectations of these subjects were somewhat of a problem. Interestingly, those two students offered information about their everyday lives which was also different from the information provided by the other participants. It would seem sufficient to say that the two students in question described homes that were more tenuous or unstable than the home data from the other students appeared to indicate.

If we consider that History, Geography, Political Science, Economics, Sociology and Anthropology are the major thrusts of the program, then it would seem evident that these disciplines represent ready-made frames of reference. It is understood that to academics steeped in the particular disciplines cited, one frame of reference per discipline would not do justice to the differences which exist within disciplines. However, to the relatively uninitiated teacher or student, each discipline represents a particular frame of reference. Without intending to be insulting to any of the particular groups in question, the following frames of reference seem to be evident: history is the study of man in earlier times, geography is the physical study of the

earth, political science represents man's attempts to regulate life within groups, economics means money, sociology is the study of man as a social being while anthropology is the study of man as a physical being. The metaphors which the above definitions imply, indicate the kind of approaches which might be considered appropriate. For example, if you believe that geography is the study of the earth then naturally you will consider atlases, globes and maps as appropriate resources to use and you will plan ways in which to use those resources effectively. However, if you consider geography as being the study of the ecological factors and balances which affect the earth and the creatures and plants that live on the earth, then the resources you will seek will not necessarily be the atlases, globes and maps cited earlier. Nor will you plan the same kind of lessons or strategies. Man, in the first view of geography, inhabits the earth. In the second view, man seriously affects the earth he inhabits.

Ideal Realities: The Curriculum Perspective

By definition ideal realities are seen in terms of ideal types, within games, novels, poems, drama, paintings or sculptures, which portray under controlled conditions what man is or should be (Werner, 1977, p.89).

The ideal realities of the program in question, as they are addressed by the questions which Werner offers, focus on the underlying intents, assumptions and approaches of the program, the teaching relations and views of students implied by the program, and a question on the interests being served by the program. Further, the questions look at the root metaphors of the program and the implications of

"borrowing" these metaphors from other fields. Further, too, the issues of the selection and neglect of specific kinds of knowledge and the question of power and control are addressed.

Any "hidden" or "underlying" intents of the program would seem to centre around the "coping with change", or "handling technological advances" aspects of the program. As was discussed earlier, the technological stance with its focus on control, certainty and efficiency seems to underlie the program.

The emphasis, too, on History and Geography seems to provide a further intent which underlies the program. "History, geography and the social sciences provide the content for inquiry into social issues... History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues." (p.1). Somewhat paradoxically, though, the social inquiry process which underlies the program seems to be a rather structured, complex and highly cognitive process for the "understanding" which the earlier quote implies.

Some of the underlying assumptions which surface, upon close inspection of and reflection upon the program, concern many aspects of the teaching/learning process. For example, it is understood that,

a) teachers will approve of a social issues/social inquiry approach for 75% of the social studies program they use, and that the inquiry approach chosen is the "best" available.

b) teachers will be able to effectively use the social inquiry process and will, more importantly, agree with the view of students which such an approach implies, i.e., students can and should be involved in social issues.

c) students will be able to learn how to accomplish all of the steps of the social inquiry process as laid down in the program (individual differences).

d) students will want to become involved in a "social issues" approach to Social Studies (perhaps it might be useful to speculate as to whether the families of the students in the study will approve of the "social issues" approach). In other words, all students (1-12) are cognitively, socially and emotionally ready for such a program.

The assumptions given above are only a small segment of the questions relating to teaching/learning which the program raises.

Some broader assumptions of the program concern the view of man and his world that the program suggests. For example:

a) that technological advancement is necessarily a "good" thing which benefits man.

b) that life is a series of social issues which must be solved.

c) that "government" as a social institution, should "mandate" what should be taught in our schools.

d) that teachers, students (and parents) will accept (c) and will attempt to "obey" the mandate as given.

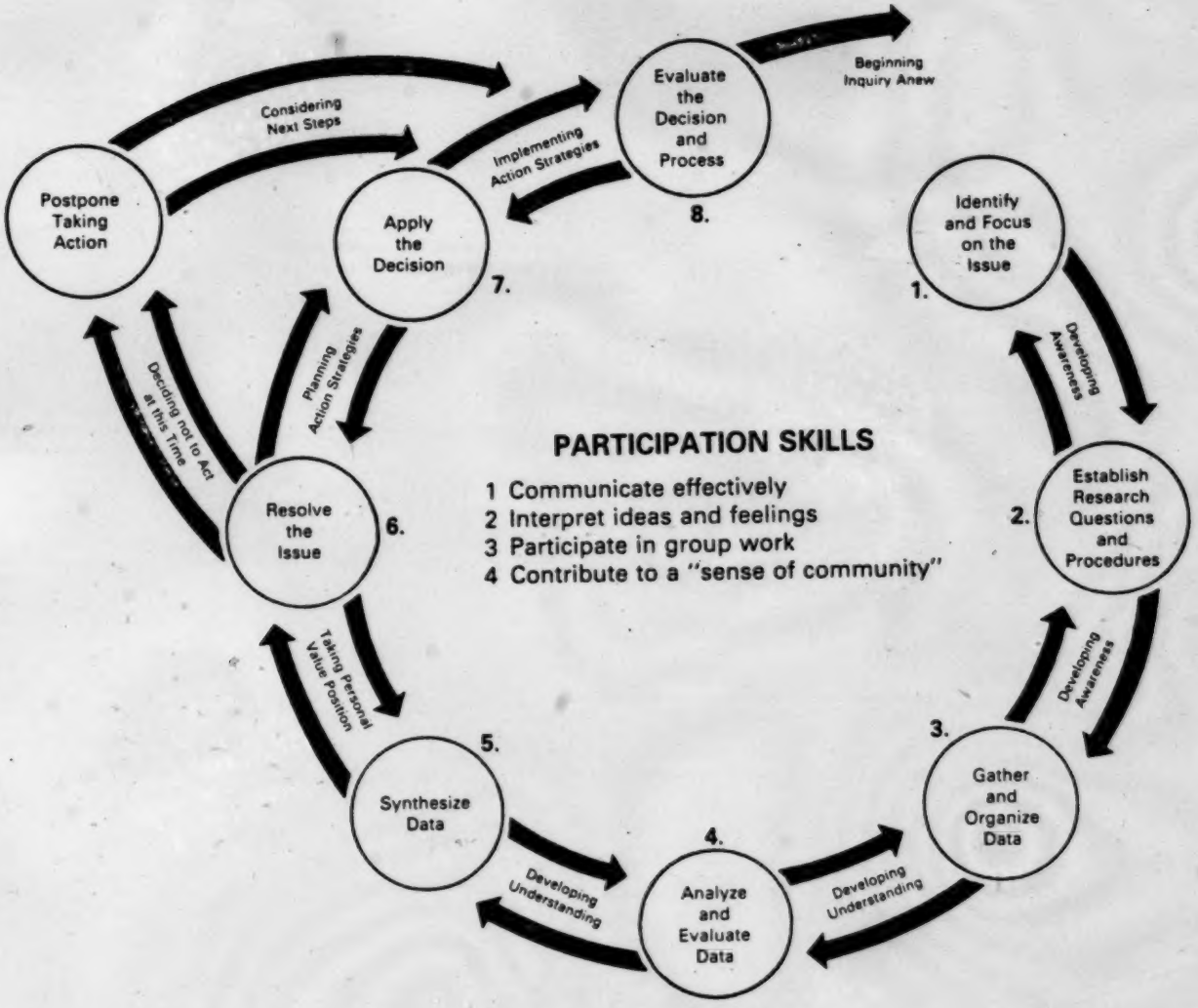
e) that the school, as an institution, should be involved in the moral/values education of its students. (Subsumed in this assumption is a further assumption that parents will approve of the active involvement of the school in the morals/values education of its students.)

If, by the term "approach", we mean the way in which a program is

to be handled, then many of the approaches of this program are overtly stated. Teachers are encouraged to hold class discussions, encourage small group activities and other approaches which are not necessarily new or innovative. However, underlying these "traditional" approaches there seems to be an unstated desire or need for teachers and students to interact in ways which are not really traditional. The program seems to call for a more teacher-student-shared-decision-making mode than might be considered traditional or usual in this province. It would seem that, in order for the program to succeed, teachers will have to be, of necessity, less directive than usual. For example, if values issues are to be discussed and argued about in classes, what will happen to a teacher who uses an approach which is essentially discursive in nature?

The teaching relations implied by this program would seem to focus on a rather democratically operated classroom. In order to discuss social issues, moral dilemmas, cultural and geographical differences and the other objectives outlined in the various topics of the program, it would seem to suggest that the teacher would have to be prepared to permit students to share their opinions,values, attitudes, etc. in a free and open classroom atmosphere. However, if we look closely at the social inquiry process which is the backbone of the program, we see a process which is highly structured and closed (see Fig. 1). Again, if we look at the topics themselves we see that the problems are "given" and do not emerge from the situations in which teachers and students live, their life-worlds. So, also, are the objectives for knowledge, skills and values "given" to the teachers. Admittedly, 25%

Figure I
A PROCESS FOR SOCIAL INQUIRY



INTERPRETATION OF FIGURE I

The system of two-way arrows indicates that progress through the process of inquiry is not lock-step. During inquiry, as an issue takes on a new perspective, students will frequently find it necessary to "double back" to steps covered previously. Social studies students, like researchers and citizens intent on resolving social problems, should be guided by a purposeful and systematic approach to problem-solving while allowing for deviations in procedures on the basis of intuition, dead-ends and such realities as schedules and available resources.

of the program is elective. "Topics and issues for the elective portion are to be chosen by teachers and students, preferably in consultation with parents and community groups and agencies." (p.9). It would seem valid to note that the above quote seems also to be prescriptive in tone in keeping with the general tone of the introduction to the program. It is almost as though the developers wished to control, to a certain extent, the elective portion of the program as well as the other 75% of the program.

It would seem, from a close scrutiny of the curriculum guide, that certain views of students are, if not actually stated, certainly implied in the program. Some of the implied views are:

a) that students (1-12) are both willing and able to participate in a program which is mainly concerned with social issues.

b) that students are able to cognitively deal with all of the steps in the social inquiry process which is the backbone of the program.

c) that students are ready and able to work in a shared teacher-student-decision-making mode of operation in the classrooms of Alberta.

d) that students are willing to openly discuss their values in class; given that they know and have reflected upon what these values are.

There seems to be another underlying view of students which is of even more importance to this program than might appear on the surface. This program implies that students can be separated from the cultural and experiential values of the families to which they belong. If, as

a researcher, one were to try to look at the approaches and topics contained within the program through the eyes of many of the cultural groups in this province, it becomes readily obvious that the program, if successful, may indeed produce "effective citizens" who are, however, rather homogeneous and bland in their views and actions.

It would seem, at first glance, that the interests of the citizens of this province would be served by this program. The rhetoric of the curriculum includes root metaphors which stress "social issues", "social reality", "effective citizenship", "human experience", "world citizenship", etc. However, the time spent in one school in one community in this province by this researcher did not bear out the lofty ambitions of the curriculum guide. The "social reality" of the participating groups, teachers and students, as will be seen in the other sections of this chapter, may well not be served by this program (or at best only partially so).

If we consider the root metaphors discussed earlier along with other root metaphors which deal with effectiveness, competency, efficiency, etc. we might, at first glance, consider these to be appropriate words to use when talking about schools and schooling. If, however, we look more closely at the view of teachers, students and our society which these metaphors imply, we are caused to pause and reflect upon the appropriateness of their use. Words such as "mandatory", "competency", "approved (resources)", "effective", "prescribed" and "expectations" seem to imply a "we-them" view of teachers and students. "We" need to tell "them" what to do in order that "they" will become the kind of citizens "we" want "them" to be. The appropriateness of drawing

metaphors from other disciplines such as history, geography and the social sciences carries implications which will be discussed below.

The implication of "borrowing" the metaphors which deal with effectiveness, competency and efficiency are manifold when we consider that we are discussing school curricula and not the usual areas where such metaphors are seen. We generally associate questions of efficiency with industry and the use of high technology for the increase of productivity. When such metaphors are borrowed from industry, the military or economic theory, for example, serious effects can be seen.

It may be that in borrowing from other institutions within our society, we are borrowing more than we bargained for. Other institutions may represent ideological viewpoints which are not in keeping with the ideologies acceptable in educational practice. Johnson (1976) in attempting to sensitize the population to the dangers inherent in "borrowing" from such areas as industry, the military and economic theory, puts forth a strong argument for a careful scrutiny of the ideologies which underlie the ideas and methods used by those groups.

> Educators, parents and ordinary citizens will get little or no assistance from businessmen, economists or the military establishment in probing (the essential questions of the goals of education) because the perspectives of these groups precludes the possibility that goals such as a sense of community, the quality of life, or democratic competencies might be "basic" to education. Their hierarchical modes of operation (common to industry, business and the military) give them no interest in questions such as <u>who</u> decides upon goals or <u>how</u> goals should be decided. (pp.36-37)

Further to this point, Johnson warns that the constant pressure upon educators to show results may encourage them to use performance

objectives and cost-effective analysis simply because they are present and successful in other areas of society. The danger in such "borrowing" is that the educators in question may find themselves turned away from goals of education which are really basic to the job (p.38). Finally, Johnson reinforces the concept that identification of the ideology underlying a given set of ideas or methods allows the individual to reject those areas which have ideologies "inadequate or destructive to the complex task of education" (p.38).

Further, the answer to this question corresponds closely to a question that is raised currently in Educational Research. When educational researchers "borrow" methodologies from sociology and anthropology, along with the root metaphors inherent in those fields, they leave themselves open to criticism, if not open hostility, from the practitioners working in these social sciences. These criticisms focus mainly on the misuse or misunderstanding of approaches and terms which are fundamental to those trained in the social science disciplines. For example, when an anthropologist talks about "doing an ethnography" he means writing up the finished report after having spent a considerable amount of time "out in the field". He or she winces when an educational researcher talks about spending a half-day or so in a school in order to "do an ethnography". Similar dangers are faced when designers of a school curriculum "borrow" from disciplines of which they have only the skimpiest knowledge. It may be that we, as educators, are not only misusing or misunderstanding the disciplines we are using but are guilty of presenting erroneous or poorly based material to our students.

It would be very hard for anyone to fault this program for the

breadth and depth of the knowledge contained within its numerous topics. If all the topics (and resources) were conscientiously used in the schools, our students would presumably have, at the end, a fairly solid knowledge base. However, there are other ways of "knowing" and other "knowledge" from that which is covered by this program.

It would seem from words such as "mandatory", "prescribed", "approved (resources)" that the power to control seems to lie in the hands of the developers of the program. Having looked at the intents, assumptions, approaches, teaching relations, and views of students underlying the program and, also, having looked at questions of efficiency, certainty and perceived strengths and concerns, a picture emerges which emphasizes the "we-they" nature of the relationship implied in the curriculum guide. Such a "we-they" relationship seems to imply a question of "we" controlling "them". However, those of us who have been closely allied over time with the teaching/learning process know that teachers do, in fact, have a great deal of power to control what happens in our schools. Goodlad (1979) in addressing the problem of "what schools are for" recognizes the power that rests in the hands of teachers in what he terms "the common" school:

> I have suggested that the common school, as it exists in each community, is the tangible, natural, manageable place for all of us to come together in making that school more educational and, therefore, more common. (p.124)

It could be argued, too, that the current interest in qualitative research methods in education, stems, in part, from a recognition that in order to find out what is really happening in schools, researchers must spend a lot of time in a lot of classrooms. Classrooms are not

only the places where education is going on day by day but they are also the places where the real power bases lie. Teachers teach and students learn and thus the most powerful human interaction takes place. Those of us who are not directly involved in that exciting educational process but who wish to assist the process in some way can at best only offer whatever resources we have, be they information, materials, aid, etc. We cannot change the process; we do not have the power. Only the participants have that power.

In summary, if we look at the underlying intents of the program we see the Ideal Albertan as being an effective citizen who can cope with change; someone who can accept the advances of technology and the social, economic, cultural and political implications of such advances. It would not seem unfair to assert that the games, stories, poems, etc. which appear in the research materials for the Alberta Program were designed specifically to promulgate the Ideal Albertan described above.

This same "Ideal Albertan" is represented, again, in the underlying assumptions and approaches of the program. The assumptions about how students learn and how teachers should teach in order to achieve the ends of the program are clearly stated. The teaching relations focus on a democratically structured classroom in which a particular social inquiry process is in place.

Ideal Realities: The Teacher's Perspective

With the definition of ideal realities given earlier in mind, the questions of underlying intents, assumptions and approaches, teaching relations and views of students, interests, root metaphors, knowledge and power are addressed.

For the purposes of this research, this question will be taken to be directed to the intents of the program which the teacher uses. In other words, in order to uncover the teacher's perspective, it would seem to be more appropriate to look at the program presently in use. The underlying intents of this teacher's program have been alluded to in earlier sections. The intents focus mainly on providing the students with appropriate knowledge and skills. What knowledge? The teacher attempts to provide his students with knowledge about their own country; its history, native peoples and customs and knowledge about other parts of the world. The skills which he attempts to encourage include "summarizing, report-making, research skills and library-work". (Interview, May) Also noted in classroom observations were listening skills, map-work, and social skills such as working in small groups and sharing work responsibilities. Discussion skills were also encouraged.

It would seem to be a fair conclusion to draw from observations and interviews, that the following underlying assumptions are present in the teacher's day-to-day work in class. Assumptions are:

a) that the class represents a wide variety of abilities, cultural backgrounds and parental support (for education in general.

b) that the grade six teacher is "duty-bound" to prepare his students for the more independent and rigorous expectations of Junior High School.

c) that the program has to be essentially teacher-directed because of the age of the students and the limited space available.

(Neither the classroom nor the school library is big enough to house 26 students involved in research projects at any one given time).

d) that students of this age (11-12 years) have neither the knowledge nor skills necessary to become actively involved in social issues.

e) that many of the students do not have the ability or communication skills necessary to participate in large group discussions.

f) that the values of the families in the neighborhood are to be respected.

g) that the school (and system) is limited in its resources (for new units).

This list of assumptions is by no means exhaustive. However, it does attempt to represent the assumptions critical to the program-in-use.

These approaches are based primarily on classroom observations. This researcher had ample opportunity to observe all of the approaches which were used in a five month period plus approaches which were described by the teacher as having been used in early units.

a) lecture/discussion.

b) note-taking from blackboard or from prepared printed material.

c) preparations for research (organizational talks on the practical use of space, materials and other "logistical" concerns).

d) individual help to students (students felt free to come for help at any time).

e) audio-visual use (wall maps, filmstrips, records as well as books, pictures, slides, worksheets, etc. were used).

f) oral presentations by students.

g) "hands-on" craft/art activities such as weaving, mask-making, drawing and coloring, model-making, etc.

h) field trips related to social studies topics (see Appendix D).

i) resource personnel external to the school (an E.P.S.B. consultant of native Indian background visited the room to demonstrate Indian weaving, mask-making, moccasin-making and decorative bead-work).

Again, an extended period of time spent in classroom observations, added to formal and informal discussions, had led to the conclusions presented here concerning the teaching relations in the classroom.

a) it was obvious that the teacher felt it was necessary to direct most of the activities during social studies classes. Therefore, the major teaching relation evident was that of "teacher--student". However,

b) it was also evident that there was also present what might be termed a "democratic" or "liberal" relationship between the teacher and the individual students in the class. This "liberal" attitude manifested itself in the amount of one-to-one conversation and freedom given to the majority of the students when research or group activities were observed.

The views of students implied in the teacher's perspective are deeply rooted in the teacher's long-time involvement in the neighborhood of the school. The teacher views his students not merely as children he teaches but as the children of his neighbors and the children of his former students. He knows a great deal about the background and outside

lives of his students and their families. This knowledge affects his teaching and his relationships with the students. He refers to their lives and interests in his teaching and to the jobs their parents occupy. He behaves like a father-figure more than a teacher. He disciplines like a concerned parent. He occasionally "bellows" at the students but as interviews with the students showed, they do not dislike him for this. Rather they see this behavior as something they usually deserve.

The teacher is also fully aware of the abilities of his students. He knows their strengths and weaknesses and attempts to accommodate these characteristics into his day-to-day work in the classroom.

The program which is being used by this teacher is designed primarily to serve the interests of the students. The knowledge and skills components of the teacher's program are considered to be designed to provide the students with the necessary background and skills appropriate to the age and ability of each student. However, it must be added, in fairness to the teacher and to his employers, that the interests of those two participating bodies are also being considered. The program suits the teacher in that it has been modified and adapted to suit his personality and chosen teaching style. The units being used are primarily recommended units produced by the Edmonton Public School system so we must conclude that the interests of the E.P.S.B. are also being served. We must also conclude that the interests of the parents are being considered. The teacher's awareness and consideration of the backgrounds and value systems of the families represented in his class must, of necessity, show that the interests of those families are being considered if not necessarily actually being served in every case.

The root metaphors of the teacher's program are taken from disciplines which include History, Sociology, Anthropology, Archaeology and Political Science. The two units which this researcher observed in the time spent in the classroom focused mainly on the disciplines listed above. Are root metaphors from those disciplines appropriate in a grade six classroom? It would seem that they are, since both the government and the school board concerned, advocate curricula which lean on these disciplines. It is a deeper question to ask if these are appropriate root metaphors for 11-12 year old students to be exposed to. Since many of the students showed, in interviews, that they had retained and understood some of these metaphors, it would seem valid to assume that the metaphors were not inappropriate (see group interview, Part II in Appendix B). In this example, the researcher was attempting to use metaphors from Psychology and Philosophy. The transcript shows that not only did the students understand the metaphors but, in many cases, they were able to deal very well with responses based on the metaphors.

One of the major implications of "borrowing" metaphors from History, Sociology, Anthropology, Archaeology, Political Science, Psychology or Philosophy in order to incorporate these disciplines into a Social Studies program, is that the user may not be adequately familiar with the disciplines concerned. There is a danger that the user, in this case, the teacher, may unwittingly be presenting incorrect or inadequate data which may mislead or confuse students. In all fairness to teachers, it seems inappropriate to expect every social studies teacher to be well versed in <u>all</u>, if <u>any</u>, of the disciplines listed. Yet teachers are expected to present material, concepts or

metaphors from disciplines which require, for best results, years of professional preparation. Elementary teachers are, essentially, prepared to be generalists. This approach to teacher-training naturally precludes an in-depth knowledge of any one discipline. Another implication stems from the first and that is that a skimpy knowledge of any one discipline can lead to improper use of the discipline in order to present personal biases. It is to be hoped that a professional, deeply involved in a particular discipline would feel ethically if not professionally bound to present conflicting viewpoints held within the discipline. A generalist teacher only superficially knowledgeable in any one discipline, would not have this feeling of responsibility or loyalty towards the discipline. Familiarity may breed contempt but lack of familiarity may bring misconceptions or, at worst, abuse of the discipline. Some months spent in discussions with an anthropologist taught this educator to hold a healthy respect for the discipline of Anthropology and an awareness that a few months spent in familiarizing can only do so much. It cannot give the neophyte the depth of knowledge or commitment that a professional in the discipline has. There was no evidence of the "efficiency" metaphors described earlier.

In attempting to analyze the knowledge which is selected and neglected by a particular teacher, it would seem viable to base this analysis upon classroom observations supported and validated by personal interviews and discussions held with the teacher. Since the extended period of time spent by the researcher in the particular classroom covered the span of two separate social studies units, it would seem best to look at each unit separately.

The first unit observed covered the topic of Pacific Coast Indians. The first lesson (March 10, 1981) outlined the topics to be covered and the procedures to be used (see Appendix C). It will be evident to the reader that very little knowledge content about Pacific Coast Indians taken from a historical perspective has been neglected. It might be suggested that a modern-day look at the Indians living on our West Coast would have been a natural corollary or adjunct to this unit. Such an argument could, of course, be countered by the teacher by his stating that modern conditions pertaining to West Coast Indians was not the original intent of the unit. It could also be argued that no specific or overt attempt was made to teach knowledge about the values of these early peoples. This statement is not meant to suggest that no attempt whatsoever was made to look at the values held by the Indians. The topic pertaining to customs and traditions naturally addressed itself in part, to the value structure of the tribes. However, it could be argued that any knowledge about values gleaned by the students was assumed rather than actually measured or tested in any way.

A similar comment or interpretation could be made about the later unit on Communist China. Very little, if any knowledge content related to China, past and present, had been neglected (see Appendix C). It might be argued, in fact, that the unit, as set out, contained much more knowledge pertaining to Chinese history and present conditions than the students could possibly cover in the seven or so weeks given to this unit. Again, however, the values knowledge was somewhat neglected. In particular, the values inherent in the Communism presently practiced in China were touched upon but not completely covered in the lessons observed by this researcher.

If, however, we consider the statements made by teacher about the teaching of values, we can understand this individual's hesitation to indulge in full-scale values education. "I think it's difficult to teach values. If I'm teaching values, I'm imposing my own beliefs and they might not be the right ones or whatever society says." In responding to a question which related to the inculcation or indoctrination aspect of teaching values, the teacher stated, "I think that you show different sides of the question. Take this unit on China we're doing now, the Communism. I think it's coming out in statements I make that I'm opposed to Communism, but I say good things about it from time to time." (Interview, May 11, 1981).

If we consider the teacher's personal background as the son of immigrants who fled from the Ukraine and his awareness of the personal histories of many of the immigrant families represented in his classroom, we must conclude that he is to be congratulated in, at least, attempting to present material which many other teachers might choose to avoid.

If we look at the perspective of the teacher as it is manifested in his statements and in the materials he uses, we see power viewed at three levels. On the first level, the teacher sees the Government of Alberta, as represented by Alberta Education, as having the power to mandate social studies curricula. "I think it (the curriculum) needs to be mandatory. I think during, say, the last ten years everybody's been doing their own little thing. Especially at the Junior High level, things have got very lax. I wonder how educationally sound some of the things were that people were doing." However, at another level, the teacher states, "I think being mandatory, there's still time to do your own thing." (Interview, March 10, 1981)

So it would appear that the teacher views the main power source as being that of the Government. A second source of power seems to be the teacher's employers. If we recognize that the use of units prepared by an employing school board as being indicative of an acknowledgement of that board's power over a particular teacher, then we see evidence of a second level of power. The third level, and perhaps the strongest level, seems to be that of the classroom teacher in his/her own classroom. "I think they (teachers) will still modify the curriculum to their own needs. Unless, of course, someone is going to come in from outside the classroom and do some very close checking on teachers. It's too prescriptive for me." (Interview, May 11, 1981).

In order to summarize the ideal realities of the teacher's perspective, we must look at the knowledge and skills which the teacher finds to be appropriate for his students. We must also recognize that while the teacher would, ideally, like to be able to function in a less directive way with all of his students, he does not see that teaching style as being possible for himself or for many of his students. Added to this concern about teaching relations there is the other problem of the wide variety of abilities, cultural backgrounds and parental support present in the classroom. As to the question of interests, this particular teacher is trying to best serve the interests of his students, himself and his employer. The questions which focus on root metaphors reveal that while the teacher agrees that root metaphors taken from other disciplines are appropriate, they must be carefully chosen and judiciously applied. The question of knowledge reveals mainly that the teacher is less comfortable with values knowledge than he is

with the more factual knowledge traditionally associated with social studies. Finally, while acknowledging the power that the Government of Alberta has to mandate curricula, the teacher sees the school district, the school administration and the teacher, per se, as having the real power to control social studies programs.

Ideal Realities: The Students' Perspective

If we reconsider the responses of the students to the earlier question concerning the reality and purposes of social studies, we can somehow arrive at their perspectives on the underlying intents of the program as they are experiencing it. Students, these students anyway, saw the intents of their program as being essentially focused on knowledge. Social studies was intended to teach them "things" about the world; its various cultures and the things people do. If an intent of the program was to provide the students with certain skills, they were not consciously aware of that intent. As to a values component in a social studies program it would be fair to assert that this group was not aware of that intent.

For some of the students in the class, not necessarily all of the students in the key informant group, there was an underlying assumption which is of particular concern. Although not always able to express the concern in words of a mature nature, many of the students are aware that they were somehow not able to be successful in social studies classes. Some of the students knew they did not read very well so the research part of the program was a concern. Robbie said he disliked social studies because "It takes too much time for me to find stuff. I'm not a good reader." (Interview, June 12). Some were

not artistic, so the drawings and illustrations proved to be a chore. Walter said "I don't like crafts. I'm not an artist!" (Interview, June 17). Some did not have neat writing so blackboard notes were tedious and unsatisfactory to them. Bobby said "I don't like crafts 'cos I'm not good ar Art or maps or note-taking from the board." (Interview, June 15). Using a public library was not a customary activity for many of the students. The researcher observed that after a week had passed from the beginning of the Pacific Coast Indians unit, only four of the students had taken the teacher's advice about going to the local library for books, etc. All in all, the assumption that all students would achieve success in social studies classes, did not seem to be borne out, in fact. The other assumptions stated in the first section of the matrix deal with the social inquiry process with which these students are unfamiliar. So we can only speculate, based on observations and interview data, as to what might occur if a social inquiry process were put into practice. It would seem valid to conclude that <u>if</u> the process were in place and <u>if</u> the teacher were prepared to be less directive and <u>if</u> the students and teacher were prepared to attack social issues in class, the following outcomes or happenings might take place. First of all, as described earlier in this question, many, or at least quite a few of the students, could not handle the cognitive aspects of the process. This statement is based upon informal discussions which the researcher held with the teacher over time and which pertained to the abilities of the students in the classroom. The researcher used these discussions to validate conclusions drawn from classroom observations and casual glances at the work which students

involved in completing. It should be noted that the researcher often offered to assist students who appeared to be having difficulties and thus was able to compare the various end-products of the students' efforts. Further, some of the students could not handle the "less-directive" nature of the process. Classroom observations showed that, for some of the students, group activities intended to further research skills, were taken to be more like "sanction to fool around" than anything else.

May 20 - Lesson Nine

The class are continuing with their research this morning. About half of the class have gone upstairs to the library with Mr. C. I have the remainder here in the classroom. The students who are here with me are very restless and noisy. Some are quarrelling over possession of the books they need for research. We are 15 minutes into the period before things settle down and some work starts to be done. I help students who come to ask questions. The period ends.

Also, interviews with students showed that many of the students were aware of national and global issues but did not feel themselves to be in any position to do anything about them (see group discussion in Appendices). They experienced enough trouble trying to settle disputes over the soccer game which took place at recess! At this age, as the literature shows, students are primarily concerned with themselves and their individual concerns. Matters pertaining to school, their families, their friends and their personal needs and wants are uppermost in their pre-adolescent minds. Matters relating to the coming time in Junior High school and the problems which they see older brothers and sisters and friends experiencing are of great importance. These students, in

general, were extremely aware of the realities of their own lives and the lives of their peers and families. Problems any more remote than these from their individual spheres of reference were of concern but not of great immediacy.

It would seem that the students in the classroom upon which this study focuses were aware of the various approaches to which they were exposed in social studies classes. It might be fair to say that while they accepted the reasons which their teacher gave for the approaches he used, they were not always happy with the approaches themselves. For example, the majority of the twenty-six students accepted that note-taking from the board was a necessary activity in social studies classes, but they did not like doing it. When each of the class was interviewed and asked what he or she did not like about social studies, only two of the twenty-six students actually liked "doing" blackboard notes. The approaches which are designed and implemented by the teacher in order to help the students develop researchr skills are viewed quite differently by the students themselves. Some of the students enjoyed the research activities and seemed to gain some knowledge and skills from doing the work. Others, however, seemed to have some difficulty becoming seriously involved in the activities. When questionned about this approach, the students were unable to say exactly what it was that made the activity seem rather unproductive to an observer. The apparent social enjoyment was accepted by the students as a positive aspect of research work, but the lack of "productivity" went somewhat unexplained. To an observer, however, the students who experienced the most difficulty were those who had difficulties with the reading aspect of the work or

who were unable to work independently of the teacher or other students. Another factor which seemed detrimental to some of the students was their personal lack of background knowledge or curiosity about the content or their lack of resource material from home. This statement is based upon the fact that only four of the students went to the local library for material and that three of the students brought National Geographic Magazines from home. Two or three students were using encyclopaedias which had come from home. The conclusions drawn by the researcher were verified by the teacher. In a casual conversation held near the beginning of the study, the teacher was talking about his approach to curriculum development and implementation. At that time, he stated that he tried to develop his own units and gather much of his own resource material because he recognized that many of his students could not, or would not, gather material from sources outside of the school (March 12).

Generally speaking, the students were not consciously aware of terms such as "teaching relations". However, they were well able to voice their views on Bob, both as a man and as a teacher. And, more importantly, they were able to isolate their views to social studies classes. Naturally, the six students who were key informants in the study were able to give more in-depth perceptions about the teacher than the remaining students who really had only one opportunity to discuss their concerns. However, the following data will show the close similarities between the observations of the other informants and the data provided by the key informants.

Summary: (from the data provided by twenty-one students)

The responses summarized here were prompted by the following

request: Tell me some things about Mr. C., as a teacher.

- He's a good teacher.
- He runs his class very well.
- He's always trying to encourage kids.
- He helps me a lot.
- I wasn't doing well in "social" but now I am.
- Yes, he yells (a lot, a little, sometimes).
- I'd yell too, I guess!
- You don't have to sit there and not understand.
- He gets you to try harder and get better marks.
- He tries hard.
- He knows a lot.
- He's fair.
- He understands me!
- I like the way he does "social".
- If you get yelled at, he scares you a little and you do better on your test!
- He's fun, sometimes.
- I like him a lot.
- He's got lots of humor.
- He gives us privileges like working in the library.
- He helps children early in the morning.
- he jokes around with kids.
- Well, he's interested in what's happening to you and he cares.
- He knows my family well.
- I think he's the best teacher in the whole school.
- He's an excellent teacher. He's understanding, reasonable

and he has good techniques. He has good ideas for social studies units.

The following responses given by the six key informants were offered when the following question was posed: What would you tell a new student about Mr. C.?

- I'd tell him that he's a good teacher but I'd beware of his chalk-throwing or brushes-throwing if you're talking. He doesn't pick any pets but you're a good egg if you don't talk. He expects you to do good if he knows you can do good!
- He expects you to put out your best work for him. He doesn't like you to be sloppy. What he looks for is how much effort you put into it and what knowledge you have about the subject.
- He gets a little loud at times but he has good intentions. He has a good idea of how each student operates.
- He's pretty strict. He doesn't exactly give homework; just stuff you didn't finish in class. I don't know if I should say this but when he throws chalk he ain't got that good an aim. Every so often he misses. He hit C - in front of me when I was the one in trouble!
- I'd tell him (a new student) what Mr. C. wants from a student. You can joke around with him once in a while. He's usually not strict.
- He's nice and friendly and he makes jokes sometimes.

The responses to the previous question, while addressing the issue of teaching relations primarily, also, seems to uncover the realities of the students as to the view of students implied in their social studies

classes. A summary look at this question seems to uncover a general perspective of the students: they are worthwhile people who are understood, treated fairly and given activities which will develop their knowledge and skills.

Again, it would seem viable to suggest that this particular group of students felt that its interests were being served by the social studies program it was receiving. When we compare what the students believe is the purpose of social studies (to give knowledge about the world and other cultures) and their perceptions of what they are actually learning, a large amount of consistency seems to be apparent. Interestingly enough, the interests of the students as to their individual personalities and needs came more to the fore in interviews than their interests as students or "receivers" of social studies material. They did not separate themselves as people from themselves as students.

This lack of dichotomy in the perceptions of students at this level would seem to be an important issue for educators to keep in the forefront of their minds when designing (and attempting to implement) new social studies curricula.

In the teacher's section of the ideal perspective, it was set forth that root metaphors taken from disciplines such as History, Sociology, Anthropology, Archaeology and Political Science were being utilized in the day-to-day operation of the social studies classes. Are such root metaphors appropriate, in the life-world of 11-12 year old students? Again, it would seem appropriate to look at the classroom observations, individual and group interviews, in particular for evidence of this question. The criteria which will be used for this question will be simply this: Do the students seem to understand the root metaphors

being used?

The first unit which was observed by this researcher dealt, essentially, with concepts taken from History, Anthropology, Geography and some Sociology and Archaeology. Classroom observations for this unit on Pacific Coast Indians showed that the topics covered such aspects as the geography of the area, the climate, the various tribes, their food, shelter, clothing, transportation, crafts, weaponry, community organization, customs and traditions.

Later interviews showed that the key informants appeared to be reasonably informed about and comfortable with the concepts which were employed in the unit.

- Right now we are doing "clothing" and I think it's important to know how people lived a long time ago and how they still live now.
- I'm in the "transportation" group. It's about people in a different time: they do different things. Sometimes I wish I could go back in time.
- I like doing "arts and crafts". I'm a bit artistic and I'm interested in their totem poles, basket-weaving and such.
- I'm doing "customs and traditions". I was chosen, I guess, because I'm a good worker and I like reading the reference books. The tribes have pretty much the same traditions but with little differences.
- I don't like this unit much. I like world geography, government and other stuff better. (not history units)
- I like doing "tribes". (guess I'm good at this stuff)

The group discussions, with the "Gang of Six" covered concepts taken from a variety of disciplines. The group ranged from discussing future occupations, world problems, aviation, medicine, parenting, educational research, adolescence and money.

A piece of the transcript of the group discussion which focused on the issue of being a parent will serve to illustrate the level of understanding of these students. The reader will see that such concepts as responsibility, discipline, decision-making, freedom and control are considered. The question of propogation of the species is also touched upon.

E. Why don't we each try to describe what being a parent is, in our opinion?

Group: O.K. let's try that.

E. Klaus, why don't you begin?

K. I think it involves quite a bit of responsibility over your children, to watch over them.

J. It's very difficult. You have to put up with children, you have to work to support them, put food on the table. You gotta say 'no' once in a while. You gotta say 'yes' once in a while.

E. How do you know if you're doing the right thing?

J. You just know. That's what I think!

E. Do you just play it by ear? You can't take classes to be a parent, or I should say, very few people do.

R. You can take classes to take care of a baby, but that's all! You don't get classes to take care of an eleven year old!

E. What do you think Barry?

B. Letting a child have some freedom, once in a while.

E. How do you know when to give freedom or not?

B. It's more like Vitor's than Cory's.

O. It's a hard job. You have to care for them. Some people don't.

E. Why do people have kids?

R. To let the generations go on and on. If they didn't, there'd be no more Marciano's or Koenkhes or anything.

B. I don't think so. It's for someone to love and care for.

J. Yeh! Someone to care for.

K. If we didn't have babies, we wouldn't be here now. To keep the race going.

E. You are aware, though, that a number of married couples are making a decision not to have children. Why are they doing that?

B. It costs too much money.

J. It's expensive!

B. Maybe they want freedom, too.

R. They want not to have a lot of responsibility. You have to do like Vitor said, feed them and so on.

B. If you don't care for them it might cause Juvenile Delinquency.

E. Is that what causes Juvenile Delinquency?

J. Not lack of love, lack of teaching and responsibility.

E. But let me talk about this as a parent for a minute. Sometimes, it seems to me that the harder I try to be a good parent, the worse it gets! Does that make sense?

R. Yes! Because you're trying to help your child, you say not to

this and that but they don't realize you're doing something for them.

E. When do they get old enough to realize you're doing things for their own good?

J. By the time you're not around to do it for them any more.

K. This happened quite a few times to me. I was carrying dishes outside, we were eating outside, and my mother said, "Don't drop them", then 'Crash' I dropped them!

J. Yes. If your mother brings out the good crystal glasses, you break them, 'cos she says, "Be careful!".

E. Do parents make <u>too</u> much fuss?

Group: Yes, sometimes!

E. Project forward in time four years. What kind of hassles (if any) are <u>you</u> likely to have with <u>your</u> parents when you're 15 and 16?

B. With my mum <u>and</u> dad, having a car or the keys to the car!

O. I think dates.

B. Same as Sonia, boys and dates.

K. My parents? Oh! Boy! When to go out, dates and stuff, when to come in.

J. A car and dates <u>and</u> money.

J. Money is a problem <u>now</u>! My sister is two years younger than me and she gets the same allowance as me!

R. Same in my family.

E. How do parents make these decisions?

Group: I don't know...Who knows?

R. <u>My</u> parents don't want my sister and I to be jealous of each other.

It was stated in the teacher's section of the matrix, that the implications of borrowing root metaphors from other disciplines were far-reaching. It would seem reasonable to assume that those same implications would hold true for grade six students. However, the fact that these students were fairly young did seem to protect them from the dire consequences stemming from abuse or misuse of any particular discipline. These students were, essentially, only on the threshhold of knowledge. They could grasp many of the broader concepts of History, Geography, and Archaeology. However, they were not functioning cognitively at a level at which real misuse or abuse was possible. It would seem that the knowledge they did have could only do them good and could act as a basis upon which a deeper understanding could be based.

A close scrutiny of the interview data gleaned from the students pertaining to the social studies program as they see it would show us that the students, in general, have a good knowledge base. They remember a collection of factual data pertaining to previous units that they have been exposed to: although the further back the unit is in their memories, the skimpier is the material retained. For example, in response to a question posed by the researcher about units taken in grades 5 and 4, the following summary shows the answers that were given:

a) We did stuff about pioneers, but not much.

b) In grade 5, it was about Canada and the Indians. Even in grade 4 too.

c) It's about Canada. We took about the provinces and their floral emblems. We did a bit about government but not much. We traced a map of Canada.

d) Last year (grade 5) we studied most of Europe, the countries and the capitals. Grade 4? We took the Plains Indians and the settlement of Alberta. I can't remember before that.

e) The globe, continents, mountains and so on. In grade 4, we had one basic unit throughout the year...who discovered Canada, then the Alberta Indians, then the settlers.

f) I can't really remember grade 5 but I remember grade 4. We took about the Plains Indians, the buffalo and so on. I can't remember too much else.

If earlier units contained skills and values objectives, as we might assume they did; the students did not discuss these aspects of their program. It would seem evident that students at this age are not really able to determine what knowledge may have been selected or neglected by those who determine the social studies that they receive. However, the students are well able to tell a researcher what they like or do not like about social studies classes or units or what they remember from earlier units. For example, the following question was posed to all twenty-six students - What things do you like or dislike about Social Studies? The following summary is based upon their responses:

a) I <u>don't</u> like copying notes (22 out of 26 said this!). (It's boring - was the usual comment.)

b) I like the Art work, maps, crafts and discussion.

c) I don't like crafts.

d) I like learning about other people, other countries.

e) I like doing my own research and making my own reports.

f) I like Ancient History. I don't like modern stuff. I didn't like the unit on Government.

g) I like the discussions but sometimes I find it hard to understand. I like writing notes from the board.

h) I don't like working by myself. I like group work.

i) I like studying the world.

j) I don't like the time it takes to find stuff. (Research)

k) I like the extra time we have for "social". (Apparently more than in earlier grades.)

l) I like when Mr. C. talks about things.

m) I like the discussions but not when we float away from the subject.

If we think of "control" in terms of social studies programming, then we must recognize that students at this level see "power" as being solely in the hands of their teacher. He, and he alone, decides which units they will do and how they will do them. The students are quite accepting of this situation. That is a fact; that is reality for them. If, however, we extend the concepts of "power" and "control" beyond the actual classroom situation, then the scene changes. If we consider that one of the realities with which each one of the students contends and which he or she brings to every social studies experience is the reality that he or she is <u>not</u> in control. In discussions and interviews, the researcher uncovered many situations and responses which revealed how helpless or powerless the students felt. A particularly powerful response from one student characterized the feeling which was either expressed or alluded to, by other students:

> My dad and my mum want me to be a good student. My dad is overly "studious" of me. I hardly get any fun without having to beg. My dad doesn't have any hobbies. He's really interested in how my marks are doing.

To sum up the ideal realities of the program from the students' perspective, it is important to look back at the definition at the beginning of this section. The definition deals with ideal types which portray under certain controlled conditions what man is or should be (p.89). These ideal types are presented in games, novels, poems, drama, paintings or sculptures. Some mention was made of Indian paintings and sculptures in the unit on the Pacific Coast Indians but no particular emphasis on ideals was made. More importantly, for this researcher, ideal realities or the realization of what is and what should be, manifested themselves during the interviews which were held with the six key informant students. In general, to the six students, questions of what is were of more importance than those of what should be. However, it should be stated, that some of the key informants did hold some "ideals" which they thought or hoped might be realized. For example, Jose would like to go to University but he would rather be a pilot. Olga would like to be a doctor but is prepared to settle for nursing. Roxanne thought, once, of becoming a lawyer but did not think she could work that hard or over that many years in order to achieve that particular goal. She accepts that she will probably become a teacher like her mother. Barry wants to be a race-car driver. For all we know, he just might achieve his goal.

CONCLUSION

Probably the most important aspect of this "Ideal" perspective which showed itself in the particular classroom was that of the view

of students and teaching-relations implied by the program and that view which actually manifested itself in the particular classroom.

From the perspective of the program the "ideal" as it relates to students and teaching-relations is based on a "teacher-student-shared" decision-making mode of operation within classrooms. This mode implies a democratically structured classroom in which the teacher and students decide together how to go about the task of solving social issues. One might wonder why it was felt to be necessary to provide so much structured material and prepared units for something that appears ostensibly to be a subjective process. It would seem more fitting that, given such a view of students and teaching relations, the decisions as to which issues to be addressed and how to go about addressing the issues might better have been left to the particular teacher and his/her students to choose.

In the classroom in question here, a pragmatic view of students and teaching-relations existed. While acknowledging that the views of the program would have been wonderful had they been true, the teacher recognized that a percentage of his students could not, at that time, handle, either cognitively or behaviorally, the less teacher-directed implications of the program. At the same time, however, the teacher tried to allow more freedom, if you will, to those students whom he felt could handle the situation. It should, also, be noted that the teacher recognized the pluralistic nature of the backgrounds of his students which led to his being rather cautious about the actual "teaching" of values.

If we look at the technological, paramount and ideal realities of the program, the teacher and the students, we see that some significant differences are present. The ends of the program differ markedly from the ends of both the teacher and the students. The approaches of the program, especially those that involve the social inquiry process, differ, too, from the approaches of the teacher. The emphasis on social issues in the program is not the emphasis in this particular classroom. Questions of consistency, certainty, efficiency and productivity differ mainly because of the major differences of means and ends.

In the paramount realities, the perspectives of the program, the teacher and the students do not coincide. The theoretic schemes of the program, emphasizing as they do the social inquiry process and social issues, ask both the teacher and the students to suspend, however temporarily, their own interests, stocks of knowledge, relevances, hopes and fears, personal motives and projects and logics in their everyday worlds, in order to properly satisfy the paramount realities of the program. The teacher's attempts to modify his social studies program to better fit his own and his students' situation appear to demonstrate his concern that there be more consistency between the paramount realities, or life-worlds, of himself and his students and the program in use.

It is when we look at the ideal realities of the program, the teacher and the students, that the widest discrepancies appear. The differences of what is and what should be focus on matters of underlying intents, assumptions and approaches, teaching relations and views of students, root metaphors, interests and the power to control.

The underlying intents, assumptions and approaches of the "new"

curriculum do not coincide with the intents, assumptions or approaches of the teacher. It should be pointed out, too, that the teacher's intents, etc. do not seem to coincide with what the students think should be happening in social studies classes. Perhaps, we are now beginning to uncover some reasons for the original concerns of the study. Questions of low interest, poor impact and low motivation may well stem from the very discrepancies which are revealed here. If the underlying intents, assumptions and approaches of a program differ from those of a teacher which, in turn, differ again from those of the students, it is highly probable that students will manifest this discordance by expressing low interest, showing low motivation and, finally, demonstrating poor impact.

Further, the questions of teaching relations, views of students, root metaphors, interests and power, with their apparent lack of coincidence, may well impact strongly upon those original concerns. These important issues will be discussed at length in the concluding chapter.

VII. Summary, conclusions, implications, recommendations for Educational Practice in Social Studies and further research.

Introduction

In the first chapter of this study, the purpose of the study was stated as being that of an attempt to uncover and understand the multiple realities of both teacher and student within the context of elementary social studies classes. This purpose stemmed from a concern about the apparent low student interest in social studies, the lack of motivation on the part of students and the seemingly poor impact of social studies education. Further, the content focus of the study was the new social studies curricula. (1978, 1981) The research attempted to look at the technological, paramount and ideal realities of the curriculum, a teacher and a selected group of students in an Alberta classroom. The major purpose of this approach was to try to capture and understand the multiple realities of the three participating subjects and to then, attempt to discover correlations or discrepancies which might account for the concern discussed earlier.

In this final chapter the following thrusts will be evident. A summary of the research findings will be offered in order that the reader may see the correspondence or lack of correspondence among the three subjects. The researcher will then attempt to form some conclusions based on the material offered in the earlier chapter as it relates to the multiple realities of the three subjects. Further, the implications for educational practice in Alberta Social Studies classes will be discussed. Then recommendations or alternatives will be offered for the reader's

consideration. Finally, some recommendations for further research will be made.

Summary.

As was stated at the conclusion to Chapter VI, when we look at the technological, paramount and ideal realities of the program, the teacher and the students in question, some significant differences present themselves. The ends and means of the program are not those of the teacher nor do they seem to meet the ends or means of the students. However, the knowledge component of the program does seem to coincide somewhat with one of the ends that the teacher and students support. The major difference in this technological reality is the program's emphasis on the social inquiry process. Questions of consistency, certainty, efficiency and productivity differ mainly because of the major differences of means and ends.

In the paramount realities, the perspectives of the program, the teacher and the students do not coincide. The theoretic schemes of the program, emphasizing as they do the social inquiry process and social issues, ask both the teacher and the students to suspend, however temporarily, their own interests, stocks of knowledge, relevances, hopes and fears, personal motives and projects and logics in their everyday worlds in order to properly satisfy the paramount realities of the program. The teacher's attempts to modify his social studies program to better fit his own and his students' situation appear to demonstrate his concern that there be more consistency between the paramount realities, or life-worlds, of himself and his students and the program in use.

As was stated in Chapter VI, it is when we look at the ideal realities of the program, the teacher and the students, that the widest discrepancies appear. The differences of what is and what should be focus on matters of underlying intents, assumptions and approaches, teaching relations and views of students, root metaphors, interests and the power to control.

The underlying intents, assumptions and approaches of the "new" curriculum do not coincide with the intents, assumptions or approaches of the teacher. It should be pointed out too, that the teacher's intents, etc. do not seem to coincide with what the students think should be happening in social studies classes. Perhaps, we are now beginning to uncover some reasons for the original concerns of the study. Questions of low interest, poor impact and low motivation may well stem from the very discrepancies which are revealed here. If the underlying intents, assumptions and approaches of a program differ from those of a teacher which in turn differ again from those of the students, it is highly probable that students will manifest this discordance by expressing low interest, showing low motivation and finally demonstrating poor impact.

Further, the questions of teaching relations, views of students, root metaphors, interests and power, with their apparent lack of coincidence, may well impact strongly upon those original concerns.

CONCLUSIONS

One of the inherent dangers in qualitative research is that of misinterpretation of the data. The researcher has no numbers to depend on for conclusions. The researcher alone is the one on whom all else depends. However, it would seem viable to suggest that if all attempts have been made by the researcher to retain objectivity, to deal fairly with what is written, observed or said and to respect the realities of the individuals concerned, some trust can be placed on that researcher when conclusions are drawn. Hopefully, the reader will arrive at the same or similar conclusions. The three tests outlined by Psathas which appear earlier in the study may be used here by the reader as they were used earlier by the researcher. Will other teachers and supervisors indeed say, "Yes, of course, that's just what it's like?" Will other readers not directly knowledgeable about the specific life-world of the social studies classroom here observed and described be able to understand what the researcher saw and heard? Finally, the test which addresses a set of instructions for performing similar activities could be applied by the reader. Could the reader conduct a similar piece of research, in a different class, in a different school and with different students?

In order to fully cover the three perspectives that Werner suggests and, indeed, the individual questions which Werner offers, the following approach to the conclusions will be taken. Conclusions stemming from each question will be offered and a summative general conclusion for each perspective will be attempted. Then, conclusions pertaining to the multiple realities (technological, paramount and ideal) will be presented.

The "Ends-Means"/Technological Realities

1. The first question in the "ends-means" perspectives is one of efficiency. It asks, "How effective are the means of the program in achieving the ends?". The curriculum guide would seem to answer that the value, skills and knowledge objectives contained in the program, if implemented in Alberta classrooms, should be effective in achieving the ultimate goal of effective citizenship. The teacher's perspective, however, would seem to tell us that the "means" of the curriculum will not be effective in achieving the "ends", if the ultimate goal is the resolution of social issues. The students would agree with "ends" which involve mainly knowledge objectives. The conclusion that might be drawn here would seem to be that there is a discrepancy between the effectiveness of the program as viewed by the three "stake-holders".

2. The second question in the perspectives concerns the issue of consistency among the various components of the program. The curriculum guide would seem to see consistency between the objectives, content, resources and strategies in the program. The teacher, however, while agreeing with the internal consistency of the program, would seem to disagree with the social inquiry process and emphasis on social issues. The students, while expressing a surface interest in social issues, do not feel that they have much power, or indeed desire, to become engaged in such issues. The conclusion to be drawn here would seem to focus on a discrepancy between the "social issues" emphasis of the curriculum and the realities of the two "agents" in the classroom.

3. The third question focuses on the prediction of outcomes. The curriculum guide would seem to believe that the outcomes of intellectual

independence, moral maturity and more effective involvement in the affairs of the community will be achieved if the program in question is implemented. The teacher sees very little certainty in predicting such outcomes. The students would agree with the teacher's conclusion. The conclusion to be drawn here would show a discrepancy on the issue of outcomes.

4. Question four addresses the issue of time and cost efficiency. The curriculum guide would seem to see the program in question as being the most efficient in terms of cost and time. The teacher's perspective describes the program as being too expensive in terms of money spent on resources and in-service training and too costly in time if the teachers were, indeed, expected to undergo the changes in behavior which the program requires. The students, while not aware of the costs directly, did express a wish that there was more money to spend on books, audio-visual materials, etc. for their own school's use. The conclusion here would seem to be that the participants in the school see the program as being very costly and not necessarily designed to meet their particular needs or desires.

5. The fifth question focuses on increases in performance gained by the use of the program in question. In all fairness, it is undoubtedly too soon to evaluate the program in terms of performance. However, it would seem valid to speculate that evaluation will be a difficult task when the time does come and that the results may be disappointing. In this particular class the teacher believes that the knowledge and skills based program presently in use produces the increases in performance which he

can realistically expect from his students. The students focused on knowledge gained and favored units which involved arts, crafts, trips, etc. If the evaluators of the program in future time attempt to evaluate intellectual independence, moral maturity and social involvement, a discrepancy will undoubtedly occur. The question also arises as to how these expected outcomes are to be evaluated when the intents of the program differ from the intents of the schools and the outcomes stated are so hard to measure.

Summary conclusion: (for the "ends-means" perspective) There would seem to be very little correlation between the realities of the program and the realities of the two other participating groups. The "ends" of the program when they digress from knowledge and skills objectives, and the "means" when they involve social inquiry methods and social issues do not correlate with the "ends" and "means" of the classroom in question.

The "Situational"/Paramount Reality

6. The sixth question focuses on the program as it is viewed by the participating groups. In the view of the curriculum guide, the program is one which focuses on social issues and the exploration and resolution of issues which are of concern. In the view of the teachers, the program is one which focuses on world knowledge and skills for future use: research, report-making, etc. To the students the program is maps, writing notes, memory work, arts and crafts and the occasional highlights of arts or crafts or a visitor or a trip. The conclusion to be drawn here would seem to be that the three views have very little in common. The program differs dramatically in the views of the three groups.

7. The seventh question addresses the issue of the meaning of the program to the participating groups. It attempts to focus on the relevance, meaningfulness and appropriateness of the program to the situations and concerns of the participating groups. The curriculum guide views the program as being highly relevant to current Canadian concerns; the major concern being that of students' knowledge about their own country and its relations with other parts of the world. Secondary concerns being those of social issues and the social inquiry process. If we look at the teacher's situation and concerns, as expressed in earlier sections, we see that the program is only appropriate in this concern for knowledge but is not considered meaningful or relevant when the methods and processes are in question. To the students also the program is not particularly meaningful or relevant to them except when it provides knowledge about the world or matters which might have impact on their future lives. However, as things stand, they do not view social studies, in general, as being of much help for their future lives.

8. This question focuses on the strengths and concerns of the program in the views of the participating groups. The curriculum guide would seem to see the strengths of the program as being those of detailed prescription, large amounts of resources (atlases, Kanata Kits, etc.) and a detailed in-service package (The Mentor material). No particular concerns are expressed in the guide. To the teacher, the strengths of the program lie in its partial focus on knowledge and skills objectives, the possibility of enlarging Language Arts skills within the context of social studies classes. The teacher's concerns about the program centre around its emphasis on social issues, its seeming disregard for the cognitive ability

of students, its emphasis on values education and its rather small time equivalent in the total school curriculum. In the views of the students, the strengths of the program lie in the knowledge component and the opportunity to try the social inquiry process. The concerns expressed by the students fell into two broad categories: dislike of social studies in general, or more kindly put, a preference of other subjects and lack of ability to handle many of the expectations of social studies teachers. The latter concern focused on the expectations of teachers that students could read well enough to do research, write well enough to write reports, summarize data, etc. and draw well enough to make maps, illustrations, etc.

The conclusion that might be drawn here is that there is very little correlation between the views of the three participating groups with regard to the strengths and concerns of the program.

9. This ninth question addresses the issue of the frames of reference which the participating groups bring to the program. It is to be assumed that the major frame of reference which the developers of the program brought to the program is expressed in the major intent of the program as stated; the intent being involvement in social issues. The major frame of reference of the teacher focuses on the needs, values and abilities of the students rather than on the personal needs or values of the teacher. The frames of reference of the students are harder to summarize. Culturally and experientially the frames of reference vary a great deal. The intentions of the students, also vary considerably, so, also, do their backgrounds and values. There are some common elements when the question of future plans is posed. Students express desires for good jobs, happy lives, and good friends for future plans.

10. This question looks at the place and understanding of the program in the larger school and community context. In fairness to the program, it is probably too soon to say how the program is viewed in the community context. In the school context, however, it would be safe to say that schools, in general, are very familiar with the program. It must be assumed that because of in-service opportunities, some understanding exists in most schools in the province. If we look at the one school which is the focus of this study, the program is well understood if not top priority with all teachers. In the community context, the place and understanding of the program is probably minimal. The community are probably aware of the program inasmuch as it is discussed in the newspapers or on T.V. but not because of any particular information given by the school or sought by the parents. In the view of the students, the place of the program is not top priority; social studies is about third or fourth favorite subject with the students. Their understanding of the program in the large school context could only be described as minimal. In the community context, the students see the place of the program as being below that of mathematics or reading. According to the students, their parents are not aware of particular social studies units or programs.

The conclusion to be drawn here would seem to be that the place and understanding of the program in the larger school and community context varies from one perspective to another. The teacher places the program in the highest place and has the best understanding of it, while the students and parents place the program lower in their list of priorities and know less about it. The perspective of the curriculum itself

with regard to place and understanding is harder to describe since data from this source is not readily available at this time.

Summary conclusion: (for the "situational" paradigm) There would seem to be very little correlation among the view of the participating groups with regard to the interests of the "situational" paradigm. There are major discrepancies with regard to relevance, strengths, concerns, place and understanding of the program. The one major correspondence which does occur focuses on the knowledge and skills objectives of the program. All three parties would seem to agree that knowledge, and to a lesser degree in the views of the students, skills are important in a social studies program.

The "Critical"/Ideal Reality

11. This question focuses on the underlying intents of the program. In the view of this researcher, the underlying intents of the program focus on assisting Albertans to "cope with change"; to accept the advances of technology; and the social economic, cultural and political implications of such advances. From the perspective of the teacher, the underlying intents of his program coincide with the stated intents in that he focuses his time and energy on knowledge and skills objectives. To the students, the intents of their social studies program are to provide them with knowledge about the world, its cultures and the things people do.

It could be concluded that the underlying intents of the program, with their "technological" emphasis, are not in accord with the intents of the program as viewed by the teachers and students in the particular classroom in question here.

12. Question twelve focuses on the underlying assumptions of the program as seen from the three perspectives: of the curriculum, the teacher and the students. From the perspective of the curriculum, or the program, the underlying assumptions are that teachers will approve of a social issues/social inquiry approach for 75% of their social studies program, that teachers will learn to use the process, that students (1-12) will be able to learn the process and that students (and parents) will want to become involved in social issues. From the teacher's perspective, the underlying assumptions focus on the wide variety of abilities, backgrounds and parental support within the class, the need to prepare grade six students for junior high school, and the need to be essentially "teacher-directed" in instructional mode. The students, too, have some underlying assumptions about the program. They assume, rightly or wrongly, that to be successful in social studies you need to be a good reader, a good writer and a good "artist", that you need access to books, magazines, etc. outside of school as well as inside and that many of the global concerns and social issues are not of immediate importance to them or are too removed from their everyday realities to be of much concern.

As can be seen, we must conclude that the underlying assumptions of the three groups do not coincide at any point covered above.

13. This question directs our attention to the underlying approaches as viewed by the three participating groups. The curriculum advocates a more "teacher-student-shared" decision making mode of classroom operation although the traditional methods of discussion, individual and small group work are still present. On this particular question, some correlation can be seen with the approaches advocated by the curriculum and those

used by the teacher. The discrepancy occurs when the "teacher-directed" and "teacher-student" shared modes of instruction are considered. Although the program advocates the former, this teacher sees this mode as being impractical and unproductive at grade six level. The teacher has no difficulties using the accepted approaches of lecture/discussion, research, audio-visual use, oral-presentations by students, craft activities, field trips and the use of resource personnel in the classroom. The widest discrepancy occurs when we view the perspectives of the program and teacher in relation to the perspectives of the students. The students do not generally like note-taking. For many students, research activities are time-consuming and unproductive. For some students, their acknowledged lack of background knowledge and interest in the subject causes them to resist involvement in many of the activities which they consider to be less "fun" than others.

It would seem fair to conclude that the underlying approaches of the program are acceptable to the teacher except for the "teacher-student-shared" aspect of the social inquiry process and the valuing component. For the students, however, we must conclude that they are not in general agreement with the approaches of either the teacher or the program per se except when the teacher uses the kind of approaches of which the students approve.

14. Question fourteen addresses the question of teaching relations. The program encourages a "teacher-student-shared" decision making mode in an essentially democratically structured classroom. The teacher in this study favors a mainly "teacher-directed" mode of operation. However, some students were allowed more independence & input if they had demonstrated abilities in working alone or in small groups. From the

perspective of the students, the teacher is in charge. However, the relationship between the teacher and students is based on humor, some strictness and personal attention to individual students. The students knew that their teacher cared about them.

The conclusion that could be drawn here is that the teacher has assessed the needs, abilities and personalities of his students and, while he agrees with the benefits of a democratic classroom atmosphere, still favors a more realistic approach to classroom relations. The reality here being that all students at the grade six level cannot handle the freedom implied in an entirely democratic setting. The teacher also sees change as being very demanding to teachers.

15. What this fifteenth question addresses is the issue of the views of students underlying the program, the teacher and the students' perspectives. The program implies that students (1-12) are able and willing to participate in a social inquiry process, that students (1-12) are cognitively able to handle the process, that teachers and students are able to share decisions, and that "values" can be "taught" to students, or that teachers can, in fact, teach values without indoctrinating their students. From the teacher's point of view, the view of students that is evident is comparable to that of a concerned parent who recognizes the differences in his children and attempts to accommodate these differences. From the students' perspective, they feel they are viewed as worthwhile people who are understood by their teacher and are given activities which will develop their knowledge (and possibly skills).

It might be concluded here that the view of students expressed or implied by the program is less realistic than that of the teacher and that there is a closer correlation between the views of the teacher and

the students than there is between the program and the other two participating groups.

16. The major thrust of this sixteenth question focuses on the question of the interests being served by the program in question. It must be assumed, that, in the eyes of the program developers, the interests of the citizens of Alberta and the Department of Education of Alberta are being served by this program. From the perspective of the teacher, the program he offers is in the best interests of his students. It is also in the best interest of himself and of the school system which employs him. To the students, their interests are being served by the program as offered by their teacher except when the activities seem tedious or difficult to accomplish.

The conclusion to be drawn here is rather serious in nature but should not be avoided because of its serious implications. There seems to be a wide discrepancy in this question as to whose interests are indeed being served by the program in question. It must be concluded that the teacher's choice of units (E.P.S.B. or personally prepared) indicates the teacher's desire to best serve the interests of his students and his employers by using these particular materials in preference to the materials offered by Alberta Education.

It might be asserted that at the time of the study the "new" curriculum was not yet mandatory in the Edmonton Public Schools. However, the units and kits were available and teachers were being involved in "in-service" projects related to the new program. It must be assumed that if this particular teacher was taking the trouble to plan his own

units or use units which needed modification, he must have been trying to better serve the interest of his students, or perhaps follow a path which demanded less change on his part.

17. This question addresses the issue of the root metaphors borrowed from other disciplines and their appropriateness for social studies programs. The appropriateness of the root metaphors which appear in the curriculum guide seems to be taken for granted. There is a strong inter-disciplinary emphasis throughout the program. Of interest, too, are the "technological" or "ends-means" metaphors which underlie the introduction to the curriculum topics. There is a strong implication that "we" (the developers) need to tell "them" (the teachers and students) what they should do in order that "they" will become the kind of citizens "we" want "them" to be. To the teacher, the root metaphors taken from History, Sociology, Anthropology, Archaeology, and Political Science are appropriate when carefully chosen and judiciously applied. The students seemed to be able to handle the root metaphors to which they were exposed, both in class and in interviews. As to the appropriateness of these metaphors, the students seemed to accept them as being useful and applicable.

There seems to be some correlation or agreement on this question. The multi-discipline approach is agreeable to all parties except when it implies a power thrust from the Government of Alberta.

18. The implications of "borrowing" metaphors from other fields are addressed in this question. From the perspective of the program, the implications of "borrowing" from other fields are that such "borrowings" will enhance the possibility of achieving the "ends" of the program. From the teacher's perspective, there is a possibility of abuse or misconceptions occurring which could be attributed to insufficient knowledge,

on the teacher's part, in any one particular discipline. When appropriately used, root metaphors from other disciplines seemed to be useful to students. The students were aware of these fields and were interested in learning more about them.

The conclusion to be drawn here would seem to be that "borrowing" from disciplines other than those traditionally associated with social studies is essentially a positive thing. The one warning which the teacher offers is that "a little knowledge might be a dangerous thing", to paraphrase the old maxim.

19. This question addresses the issue of the selection or omission of particular kinds of knowledge. From the perspective of the curriculum, very little knowledge, in the factual sense or of a factual nature, is neglected. However, it would seem that other ways of "knowing" are neglected. For example, personal or inter-personal "knowledge" is not universally present in the objectives, activities, etc. of the program. The program contains many knowledge and skills activities. From observations and interviews with the teacher, it could be deduced that "values" knowledge and current "social" concerns were missing. However, a great deal of factual information was evident. The students appeared to have retained some of the knowledge components of earlier units but were not aware of skills or values knowledge which might have been included in those earlier units. In fairness, it should be noted that the students in question did not generally question what was included or neglected in the units they experienced.

It might be concluded here that the knowledge component of the program serves well the three participating groups. The skills component,

or "knowing" what to do or how to do, while emphasized by the program and by the teacher, is relatively unknown by the students.

20. Who has the power to control? The Government of Alberta, as represented by Alberta Education and ACCESS Alberta, has the power to control. The teacher in question sees the power as being in the hands of the Government, the E.P.S.B., the teacher and the administration of the school. The power base, as viewed by the students, rests with the teacher and, to a lesser degree, with their parents. It should be pointed out here that students of this age are not generally aware of government or school board power to control the education which they receive.

It would seem reasonable to conclude that the correlation between the views of the curriculum, the teacher and the students, as to the power to control social studies curricula, is very slight. The teacher acknowledges the power of the Government but recognizes the more immediate power of the employer and the school administration. The students do not see beyond the power of the classroom teacher and their parents.

Summary conclusion: (for the "critical"/Ideal reality) In this section we have attempted to look at the foundations of a program, including the underlying values and assumptions and have tried to look at the worth of its goals. We have also tried to focus these same questions on the perspectives of the teacher and students in a particular classroom with a view to uncovering the realities of life which impinge upon their interaction with a given program.

The questions in the "critical" perspective which were addressed to

the program, the teacher and the key students attempted to uncover the hidden intents, assumptions, approaches, etc. which would have direct bearing on the implementation of the given program. It must be concluded that the underlying intents of the three participating groups only coincided when the focus came to bear on knowledge objectives, and to a lesser degree, skills objectives. The underlying assumptions did not appear to coincide on any point. The approaches did coincide when traditional methods such as class discussions and individual and small group activities were considered. However, the approaches which depended upon the social inquiry process and social or values activities did not correlate one to another among the three groups. Teaching-relations differed also; the teacher's focus being on a more teacher-directed mode than the program implies and the students' focus being similar to that of the teacher. The teacher's view of his students seemed more realistic and more in tune with the students' views of themselves than the view of students implicit in the program. The question which focused on the interests being served uncovered a rather wide discrepancy of views. The program presently being used is seen by the teacher and the students as being well suited to the individual needs of both parties while the interests being served by the "new" program are seen as not being those best suited to this particular class, school or district. The conclusion to be drawn from the two questions which focus on the root metaphors being drawn from other fields to be used in social studies classes brings forth more correlation than other questions in this paradigm. There seems to be agreement that such "borrowing" is beneficial to all three parties if some care is taken with the use of the metaphors. The factual

knowledge component of the program sits well, also, with all three parties. However, other knowledge such as valuing, or current knowledge in the sociological or psychological sense, while present to some degree in the program, is neglected or superficially addressed by the teacher and unknown to the students. The final conclusion is based upon the issue of power. While the teacher acknowledges that the provincial government has power to control social studies curricula, as well as other educational concerns, he also knows that his employer, the Edmonton Public School Board, has immediate power over him and that the administration and parents of the school also have their share of power. But, in the final analysis, he, too, has power, It is, after all, his classroom and his students. The final down-to-earth power rests with him. If he can justify to himself, to his principal and to his students what he is doing in social studies, then he is in a position to continue doing what he is presently doing.

IMPLICATIONS FOR EDUCATIONAL PRACTICE IN SOCIAL STUDIES IN ALBERTA

In a very short time, the fall of 1982, the program which is the major focus of this study becomes mandatory in the Province of Alberta. At this moment, in one school system, the one concerned in this study, teachers are being heavily "in-serviced" in anticipation of the mandate. In fact, at the time of the research phase of the study, most classrooms had already received units and kits developed for the program and most teachers had been introduced to the curriculum guide and the other resources which accompany the guide. In fact, many of the teachers had already attended "in-service" sessions.

Based on the findings from this study it might be viable to look at some of the implications for educational practice in Alberta which might reasonably be concluded from the research conducted for this study. To begin with, within the "ends-means" reality, the basic implication which appears to be evident is that the "ends" of the program will not be achieved if the "means" are, indeed, those which are stated. It may be added that the "ends" of the program are not necessarily those ends which teachers, students and parents wish to achieve. Consistency within the program itself is not the issue if the program itself, comes into question. It would appear that prediction of outcomes is in question, too. Cost and time efficiency become irrelevant if the program, itself, does not meet with general support or approval. The final point in this technological reality addresses net increases in performance. If all that has been stated above is true in this particular case, then it might be expected that the net increases in performance will not be as expected. One might question how anyone can readily measure intellectual independence, moral maturity and social involvement.

Within the Paramount reality perspective, the implications become more situation specific. In the views of the three participating groups, the program represents three different and quite disparate perspectives. What is meaningful, relevant and appropriate to one group is not necessarily all of these positive forces to the other two groups. The strengths and concerns from the perspective of the program, itself, are not the strengths and concerns expressed by the other groups. The cultural and experiential intentions, backgrounds and values of the developers of the

program are not, in this case, the same as those frames of reference of the two other groups. The place and understanding of the program in the larger school and community context is at best third or fourth priority. What does all of this imply for future (or present) practice? It would seem unlikely that the program will meet with much success in this particular situation. It seems more likely that the two groups closest to the situation will do what they consider to be best for their school and will, at best, use the materials provided by the program when and if they suit the purposes of the individuals concerned.

When we look at the implications for educational practice inherent in this paramount reality perspective we realize that both the teacher and the students are being asked to suspend, however temporarily, their own interests, stocks of knowledge, relevances, hopes, fears and logics in order to properly address the "life-world" of the program. The adjustments made by the teacher would seem to be attempts to better suit the needs of his students by trying to bring his and his students' life-worlds into somewhat better alignment on this issue. There seems to be a view of man present here which is more mutualistic in that it tries to serve the interests of both the teacher and the students while still trying to meet the employer's standards.

It is when we look closely at the findings in the Ideal reality perspective, that the implications for educational practice become easier to see and clearer to understand. It is not enough to say, boldly, that the program will not work or that the program will fail in a given situation. The third reality allows us to look below the surface and to try

to arrive at possible reasons for the implications which seem evident in the other two paradigms. If the underlying intents of the program, when uncovered, are not in keeping with the underlying intents of the other two participating groups, how can success be expected? Again, if a program is based upon underlying assumptions which are not the assumptions of the implementors or recipients of a program, how can the program succeed? If only the more traditional approaches of a given program are in keeping with the trusted practices of a given teacher, how will the "newer" approaches become implemented? Linked with this implication there is the question of teaching relations. A teacher may agree, in theory, that a democratically run classroom is an ideal to be sought by all teachers but disagree that, in reality, such an ideal can reasonably be achieved. Practical issues can easily encroach upon idealistic dreams. Also, a teacher may agree that the views of students implied in a program are good and positive while disagreeing that the views are realistic. It is not enough to be idealistic when we view the students in our schools; we must also be realistic. Secular humanism accepts the relative nature of our lives. Teachers are not doing their students any favors by not facing up to the realities of their students' lives. Social action is a luxury not often experienced by the underpriviliged or the dispossessed. It is, also, evident from the findings of this study that while a teacher and his students may agree that root metaphors taken from other disciplines are interesting and productive, these metaphors should not be handled lightly or facetiously. The implication here may be better expressed in these terms;perhaps we should not fear that teachers will <u>not</u>

use the root metaphors taken from the other disciplines but that they will use them and use them badly. When we look at the implications of the "knowledge" which has been selected or neglected by the program, we see other possible difficulties. If teachers disagree, as this teacher does, that values education should be a formal and structured part of social studies instruction, what does this omission imply? The obvious implication is that the values component will be omitted entirely or, at best, included in a haphazard or desultory fashion. The question then becomes, "Can a three-legged table still stand and be useful when one of the legs is missing or broken?" The final question in this perspective concerns the power to control. No one questions that the Provincial Government has control in educational matters here in Alberta, as do the provincial governments in the other provinces in Canada. However, the question seems to be more one of the extent of the Government's power, than the question of power itself. The Provincial Government has more money, more manpower and more control than any given school district has at its disposal. However, it's power is not readily available or evident in every school. The materials and resources it produces are evident and are used when needed but the power which a given employer exercises is much more evident. Central office is closer than any government office and central office personnel are more visible than are government personnel. Ultimately, 'though, the power rests with the teacher. The teacher will be the major factor in deciding the success or failure of the new program.

It is when we consider the examples which Werner offers of the ideal realities which students encounter within social studies classes that the

full implications for educational practice in social studies in Alberta are brought forcibly home to us. Teachers and students in social studies classrooms are dealing much more with what is than with what might, or should, be. As Werner (1977) suggests, "students within social studies encounter ideal political systems which are experienced as definitions of ideal relations among ideal actors within ideal situations" (P. 89) It would seem viable to suggest that the kind of idealism expressed above might well lead to low interest and poor impact. Our students are only too aware of the "what is" of their lives and are more pragmatic than some developers may believe. Similarly, when "man and the social world are defined in terms of ideal types within those simulation games or novels which portray under controlled conditions what man is or should be", students may well decide that the material has little bearing or relevance to their life-worlds and, thus, may choose to disregard the motivational intentions of the developer. (P. 89)

Recommendations for educational practice in social studies.

This section of the final chapter is directed primarily to developers and teachers of social studies. Indirectly, the recommendations are, also, directed to school administrators since they provide the educational leadership and possibilities for facilitating educational practice within schools.

In the introduction to the chapter of this study which dealt with the findings of the study, twenty of the twenty-three questions offered by Werner were introduced. At that time it was intimated that the remaining three questions might be best left for the final chapter since they dealt with alternative perspectives. It would appear that the time has now come

to look at possible alternatives. Keeping in mind the technological, paramount and ideal realities discussed in Chapter VI, the questions which Werner poses deal with the following concerns: 1) What alternative perspectives can be considered? 2) Are these perspectives ethically justifiable? and 3) Are these perspectives consistent with our basic values and views of man (1979, P. 15)

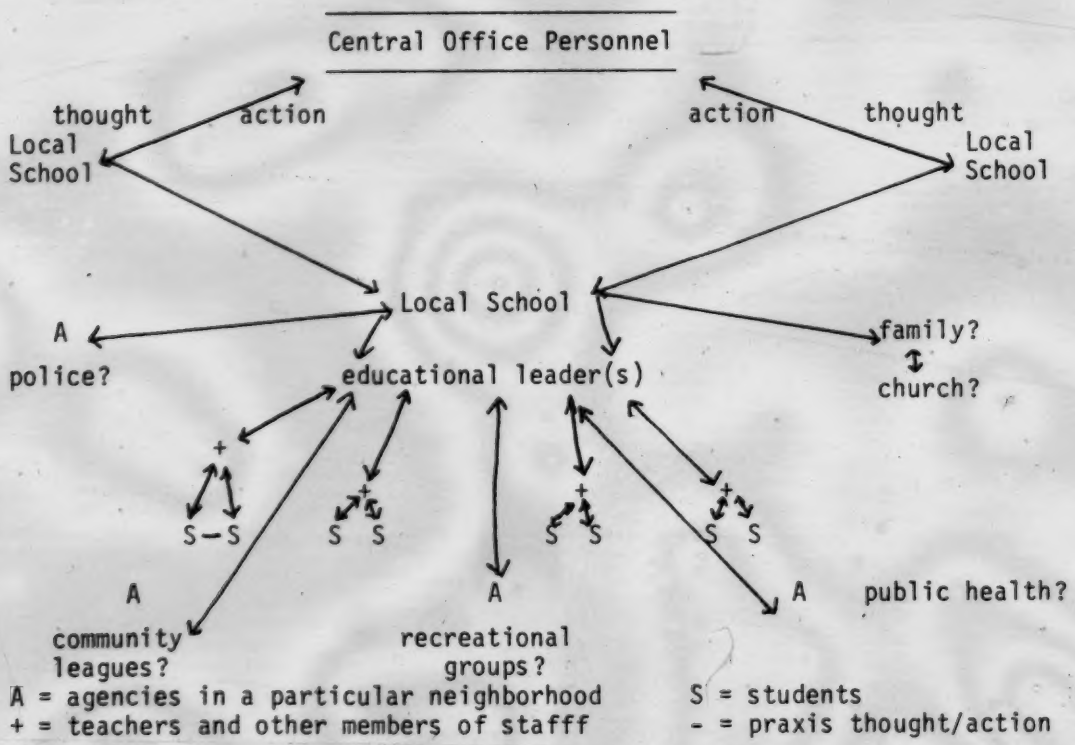
1) What alternative perspectives can be considered?

It would seem viable to suggest that perspectives which recognize the major goal of education as being that of developing the full potential of each individual should be considered here. In particular, the goals of social studies education might well lead the way in such an endeavour since social studies is the major subject dealing with man and his world.

It would seem that technological realities which are concerned with efficiency, control and pre-ordained outcomes have little place in such a goal. Such realities tend to objectify the individual in such a way as to place the individual's needs in a secondary position to the needs of the program. However, if we look at the paramount realities concerned as they are with the situational needs of given groups: their stocks of knowledge, relevance, and hopes and fears, we see the possibility of a different perspective coming into play. In suggesting ways of improving existing programs, we might consider giving local schools considerable autonomy so that the programs which they use are more suited to the needs of the particular school. In the province of Alberta at this time, indications of such perspectives are already present. In a time when school systems are turning to policies which involve the implementation of school-based

budgets, community schools and other related indications of decentralisation, surely the concept of autonomy and its ethnical implications has already been considered and, indeed, put into practice in various parts of Alberta. The question of basic values and views of man is harder to address. However, it would seem that few of us would argue with a basic goal of education which focuses on the development of the full potential of the individual. The views of man which underlie the recommendations concerning "a pervasive sense of mission", "leadership from school administrators" or "supportive infrastructure" seem to stem from a humanistic view of children and child-adult relationships as well as adult-adult relationships. (Goodlad, 1979, P. 89) The kind of praxis that seems to be suggested here could be diagrammed as follows:

Fig. II Model for Praxis



Perhaps the original problems of poor impact, low motivation and low interest might be helped considerably if individual schools were permitted to look at social studies programs which best suited the needs of the community in question. In that way, the realities of what is and what might be could be more meaningfully addressed within that given community without the technological view of efficiency, control and predictability having to surface at all. It would seem that it would be harder to take a technological stance toward man and his world when you are living each day with teachers, children, parents and community friends within a given district. However, you could take a realistic view of what is around you and look for ways in which the life-world of your district could be improved.

RECOMMENDATIONS FOR FURTHER RESEARCH

One of the most powerful advantages of qualitative research methods, long recognized by Anthropologists, is the variety of possibilities such methods offer for further research. The study in question here offers such possibilities. Some examples are provided here:

1. Different researchers could conduct the same kind of study in different classrooms, different schools and different grades.
2. The same kind of study could be conducted by a different researcher in the same classroom.
3. A different kind of study could be conducted by a different researcher in the same classroom. Results could then be compared.
4. Two researchers could conduct different types of studies in the same classroom. Results could then be combined.
5. Similar types of studies could be conducted in conjunction with other

types of studies in a variety of classrooms.

It has never been the contention of this researcher that qualitative research is better than other types of research. Rather it is more viable to contend that research of this nature permits us to use different ways of looking at what is actually going on in our social studies classes. Parallel studies of a different nature can only add to our fund of knowledge. Surely we are not in the business of competing or trying to best our fellow researchers. We are all on the same side; the side of our children. Any new insights that we can obtain that will aid us in providing better and better education for our children can only be to everyone's advantage; educators, children and curriculum developers alike.

Finally, a very critical question must be addressed by the researcher. How productive were the methods used in adding to the knowledge about education and educational practice? In other words, what does the researcher in a study of this nature acquire in the way of qualitative knowledge or insights which is in any important way different from the data acquired by other researchers using more traditional research methods. The answer to this question contains many elements. Firstly, the researcher acquired the perspectives of one teacher and a group of students concerning the multiple realities of the worlds they each occupy. Secondly, the perspectives of the curriculum in place in the classroom and their relations to the provincial curriculum were uncovered. Thirdly, classroom observations over time, document analyses and interviews in depth and over time provided the researcher with a wealth and breadth of information which could not reasonably have been acquired by the use of many other research methods.

Questionnaires, tests, surveys, etc. could not have provided the researcher with either the amount or quality of data which the use of "borrowed" ethnographic field methods allowed. It could be argued that such a study does not allow for the generalizability desired by researchers and provided for by the more traditional methods of data gathering. But many studies of the nature of this study conducted over time and in many classrooms surely could provide the basis of a theoretical framework from which many generalizations could be drawn. It must be remembered that any generalizations drawn from this study are particular to this study and can only be generalized beyond this study when very common elements are present. The reader is reminded of the characteristic of "comparisons over time and space" which Vivelo described as being fundamental to the nature of Cultural Anthropology. Could not similar comparisons become fundamental to the nature of educational research? Further, could not the holistic aspect which Vivelo describes, with its interest in the "functional wholes" in human culture, be comfortably applied to educational institutions and practices?

BIBLIOGRAPHY

Adams, R.N. Notes on the application of anthropology. Human Organization, 1953 (Guatemalan Nutrition Project).

Agar, M.H. The professional stranger - an informal introduction to ethnography. New York: Academic Press. 1980.

Alberta Education. 1981 Alberta social studies curriculum. Edmonton: Curriculum Branch.

Aoki, T.T. Toward curriculum inquiry in a new key. Edmonton: Department of Secondary Education, Faculty of Education, University of Alberta. (Occasional Paper No. 2). 1979.

Arlin, M. One-study publishing typifies educational inquiry. Educational Researcher, 1977, 6, 9: 11-15.

Bachelard, G. The philosophy of no. New York: Onion Press, 1968.

Becker, H.S. Boys in white. University of Chicago Press, 1961.

Bidney, D. Theoretical anthropology. New York: Columbia University Press, 1953.

Boag, N.H. Teacher perception of curricular change. Doctoral Unpublished doctoral dissertation. Department of Elementary Education, University of Alberta, Spring, 1980.

Bowen, E.S. Return to laughter. New York: Anchor Books, Doubleday & Co. , 1964.

Brown, M.J.M. Expanding research perspectives; qualitative and quantitative methods. Paper presented to NCSS, New Orleans, November, 1980.

Connerton, P. (Ed.) Critical sociology: selected readings. Middlesex, England: Penguin Books Ltd., 1978.

Downey, H.K. & Ireland, R. Quantitative v. qualitative: the case of environmental assessment in organizational studies. A.S.Q., December, 1979.

Dunfee, M. Elementary school social studies: a guide to current research. Washington: ASCK Publications, 1970.

Erickson, F. Patterns of sophistication and naivety in anthoprology (in study of education). (Symposium) AERA, April 1979.

Erickson, F. Some approaches to inquiry in school-community ethnography. Anthropology and Education Quarterly, VIII, 2, May 1977.

Erikson, E.H. Childhood and society. New York: W.W. Norton & Co., Inc., 1963,

Fields, P.A. Four case studies: public health nurses. Unpublished doctoral dissertation. University of Alberta, 1980.

Freire, P. Pedagogy of the oppressed. New York: The Seabury Press, 1970.

Geertz, C. The interpretation of cultures. New York: Basic Books, Inc., Publishers, 1973.

Goodlad, J.I. School curriculum reform in the United States. The Fund for the Advancement of Education, New York, 1964.

Goodlad, J.I. School, curriculum and the individual. Waltham, Mass.: Blaisdell Publishing Co., 1966.

Goodlad, J.I. Toward a mankind school: an adventure in humanistic Education. New York: McGraw-Hill Book Co., 1974.

Goodlad, J.I. The dynamics of educational change: toward responsive schools. New York: McGraw-Hill Book Co., 1975.

Goodlad, J.I. Facing the future: issues in education and schooling. New York: McGraw-Hill Book Co., 1976.

Goodlad, J.I. What schools are for. New York: W.W. Norton & Co. Inc., 1963.

Goodlad, J.I. et al. Curriculum inquiry: the study of curriculum practice. New York: McGraw-Hill Book Co., 1979.

Goodlad, J.I. & Anderson, R.H. The nongraded elementary school. New York: Harcourt, Brace & World, Inc., 1959.

Goodlad, J.I., Klein, M.F. et al. The changing school curriculum. New York: The Georgian Press, Inc., 1966.

Goodlad, J.I., Klein, M.F. et al. Behind the classroom door. Worthington, Ohio: Charles A. Jones Publishing Co., 1970.

Goodlad, J.I., Klein, M.F. et al. Early schooling in the United States. New York: McGraw-Hill Book Co., 1973.

Goodlad, J.I., Klein, M.F. et al. Looking behind the classroom door. Worthington, Ohio: Charles A. Jones Publishing Co., 1974.

Goodlad, J.I. & Richter, M.N. Jr. The development of a conceptual system for dealing with problems of curriculum and instruction. University of California and Institute for the Development of Educational Activities, Washington, D.C., 1967.

Hamilton, D. et al. Beyond the numbers game. California: McCutchan Publishing Co., 1977.

Hawke, D.M. The life-world of a beginning teacher of art. Unpublished doctoral dissertation. Department of Secondary Education, University of Alberta, Fall, 1980.

Hays, H.R. From ape to angel: an informal history of social anthropology. New York: Capricorn Books, 1964.

Henry, J. Culture against man. New York: Random House, 1963.

Hess, R.D. & Torney, J.V. The development of political attitudes in children. Chicago: Aldine Publishing Co., 1967.

Hunkins, F.P. et al. Review of research in social studies education: 1970-75. Bulletin 49. Washington: National Council for the Social Studies, 1977.

Jackson, P.W. Life in classrooms. London: Holt, Rinehart and Winston, 1968.

Janesick, V.J. Comments for those interested in ethnographic research. Seminar, University of Alberta, Nov., 1980.

Janesick, V.J. An ethnographic study of a teacher's classroom perspective. Doctoral dissertation. Ann Arbor, Michigan: University Microfilms International, 1977.

Jick, T.D. Mixing qualitative and quantitative methods: triangulation in action. Administrative Science Quarterly, Dec. 1979, 24, 602-611.

Johnson, G.L. Ideological roots of educational thought: a study of "borrowing" from industry, the military, and economic theory. Paper presented at AERA Conference, New York, 1976.

Kaltsounis, T. Teaching elementary social studies. New Jersey: Parker Publishing Co., Inc., 1969.

Kerlinger, F.N. The influence of research on education practice. Educational Researcher, Sept. 1977, 6, 8:5-12.

Kockelmans, J.J. & Kisiel, T.J. Phenomenology and the natural sciences. Essays and translations. Northwestern University Press, 1970.

Kuper, A. Anthropologists and anthropology - the British school 1922-72. London: Penguin Books, 1973.

Light, D. Jr. Surface data and deep structure - observing the organization of professional training. A.S.Q., Dec. 1979.

Luckmann, T. (Ed.) Phenomenology and sociology, selected readings. New York: Penguin Books, 1978.

Lutz, F.W. & Ramsey, M.A. The use of anthropological field methods in education. AERA, Nov. 1974.

MacCannell, D. The second ethnomethodology. University of California at Davies, Nov. 1975.

McClintock, C.C. et al. Applying the logic of sample surveys to qualitative case studies: the case cluster method. A.S.Q., Dec. 1979.

Manning, P.K. Metaphors of the fields, varieties of organizational discourse. A.S.Q., Dec. 1979.

Maruyama, M. Endogenous research and polyocular anthropology, Appendix: the genesis and the development of the prison teams. Paper presented at conference, 1974.

Maruyama, M. Hierarchists, individualists and mutualists: three paradigms among planners. Futures, April 1974, 103-113.

Maruyama, M. Paradigmatology and its application to cross-disciplinary, cross-professional and cross-cultural communication. First chapter of unpublished work, 1973, 1-70.

Miles, M.W. Qualitative data as an attractice nuisance: the problem of analysis. Admin. Sci. Quarterly, Dec. 1979.

Mintzberg, H. An emerging strategy of "direct" research. Admin. Sci. Quarterly, Dec. 1979.

Natanson, M. (Ed.) Phenomenology and the social sciences, Vol. I. Evanston: Northwestern University Press, 1973.

Neustadt, R. & Fineberg, H.V. The Swine Flu affair: decision-making on a slippery disease. A.S.Q., Dec. 1979.

Overholt, G.E. & Stallings, W.M. Ethnographic and experimental hypotheses in educational research. Educational Researcher, Sept. 1976, 12-14.

Pelto, P.J. Anthropological research. New York: Harper & Row, 1970.

Pettigrew, A.M. On studying organizational cultures. Admin. Sci. Quarterly, Dec. 1979.

Piore, M. Qualitative research techniques in economics. Admin. Sci. Quarterly, Dec. 1979.

Ponder, G. The more things change...the status of social studies. Educational Leadership, Apr. 1979, 515-518.

Psathas, G. Phenomenological sociology. New York: J. Wiley and Sons, 1973.

Rist, R.C. Ethnographic techniques and the study of an urban school. Urban Education, April 1975.

Rist, R.C. Blitzkrieg ethnography. Educational Researcher, Feb. 1980, 8-10.

Rist, R.C. On qualitative research. A bibliography presented at a conference, Spring, 1980.

Rohner, R.P. & Rohner, E.C. The Kwaikuitl, Indians of British Columbia. Holt, Rinehart and Winston, 1970.

Salancik, G.R. Field simulations for organizational behavior research. Admin. Sci. Quarterly, Dec. 1979.

Sanday, P.R. The ethnographic paradigm(s). Admin. Sci. Quarterly, 1979.

Sarana, G. The methodology of anthropological comparisons. Tucson: University of Arizona Press, 1975.

Service, E.R. Models for the methodology of mouthtalk. Southwestern Journal of Anthropology, 1959.

Shapiro, M. Getting doctored, critical reflections on becoming a physician. Between the Lines, Ontario, 1978.

Shaver, J.P. et al. An interpretive report on the status of pre-college social studies education based on three NSF-funded studies. National Council for the Social Studies, 1977.

Shaver, J.P. The productivity of educational research and the applied basic research distinction. Educational Researcher, Jan. 1979, 8, 1:3-9.

Smith, L.M. An evolving logic of participant observation, educational ethnography, and other case studies. Review of Research in Education, 1976, 6, 316-377.

Spindler, G.D. The transmission of American culture. Cambridge, Mass.: Harvard University Press, 1962.

Spindler, G.D. & Spindler, L. Dreamers without power, the Menomini Indians. Holt, Rinehart & Winston, Inc., 1971.

Spradley, J.P. The ethnographic interview. Holt, Rinehart & Winston, Inc., 1979.

Spradley, J.P. Participant observation. Holt, Rinehart & Winston, Inc., 1980.

Spradley, J.P. & McCurdy, D.W. The cultural experience. S.R.A., 1972.

Stake, R.E. The case study method in social inquiry. Educational Researcher, 7, 2:5-8.

Starr, D. (Ed.) Anthropology today. Del Mar, California: CRM Books, 1971.

Stone, L.J. & Church, J. Childhood and adolescence, a psychology of the growing person. New York: Random House, 1973.

Strike, K.A. An epistemology of practical research. Educational Researcher, Jan. 1979, 8, 1:10-16.

Tikunoff, W.J. & Ward, B.A. Conducting naturalistic research on teaching: some procedural considerations.

Tyler, S.A. (Ed.) Concepts and assumptions in contemporary anthropology. University of Georgia Press, 1969.

Van Maanen, J. The fact of fiction in organizational ethnography. Admin. Sci. Quarterly, Dec. 1979.

Van Maanen, J. (Ed.) Reclaiming qualitative methods for organizational research. Admin. Sci. Quarterly, Dec. 1979.

Vivelo, F.R. Cultural anthropology handbook, a basic introduction. New York: McGraw-Hill Book Co., 1978.

Warren, R.L. Context and isolation: the teaching experience in an elementary school. Human Organization, 1975.

Webb, E. & Weick, K.E. Unobtrusive measures in organizational theory: a reminder. Admin. Sci. Quarterly, Dec. 1979.

Werner, W. A study of perspective in social studies. Unpublished doctoral dissertation. Department of Secondary Education, University of Alberta, Spring, 1977.

Werner, W. Evaluation: sense-making of school programs. Department of Secondary Education, University of Alberta, 1979.

Werner, W. & Aoki, T. Programs for people, introducting program development, implementation and evaluation. Department of Secondary Education, University of Alberta and Centre for the Study of Curriculum & Instruction, U.B.C., 1979.

Werner, W. & Rothe, P. Doing school ethnography. Monograph Series, Paper No. 2, Department of Secondary Education, University of Alberta, 1980.

White, J. Ethnography and social education: social constraints in the construction of knowledge about different cultures. Paper presented at NCSS, Nov. 1980, 1-31.

Wiley, K.B. & Race, J. The status of pre-college science, mathematics and social science education, 1955-1975. Vol. III: Social Science Education. Boulder, Colorado: Social Science Education Consortium, Inc., 1977.

Williamson, J.B., Karp, D.A. & Dalphin, J.R. Research craft. Boston: Little, Brown and Col, 1977.

Wilson, S. The use of ethnographic techniques in educational research. Review of Educ. Research, Winter, 1977.

Wolcott, H.F. Ethnographic approaches to research in education. A bibliography on method. University of Oregon, Oct. 1974.

Woods, P. The ethnography of the school. Walton Hall, Milton Keynes, England: The Open University Press, 1977.

Young, M.F.D. Knowledge and control: new directions for the sociology of education. London: Collier-MacMillan Publishers, 1971.

Zigarmi, D. The psychological stresses of ethnographic research. AERA, March 1978.

APPENDIX A

QUESTIONS FOR MR. C. FIRST INTERVIEW MARCH 9, 1981

1. How long have you been teaching?

   - 21 years

2. Have you worked in other schools? in other grades?

   - Yes - 12 years in ___ J.H. School and 9 years here.

3. Is social studies a favorite subject with you?

   - Yes, it's my major from University.

4. Why did you agree to let me into your room?

   - I'm interested in cooperating in such a study.

5. Do you like teaching Grade 6?

   - Yes. I've been in this same room and grade for 9 years.

6. Have you had a chance to look at the new Curriculum Guide?

   - Yes, but we don't have the resources or materials in this school to do some of the topics in the guide. I want to do a unit on Pacific Coast Indians so I have to do my own research. I'm pretty traditional in my approach. I think kids need the research skills so I have to provide them with a lot of the research materials.

QUESTIONS FOR MR. C. - MAY 11

1. The definition of Social Studies (page 1) takes a particular stand as to what social studies is, do you agree with the definition as given?

2. Some critics of this curriculum have stated that it is much too prescriptive and that teachers will either ignore it or modify it to their own teaching style. How do you feel about these criticisms?

3. The 1981 Curriculum focuses on value, skill and knowledge objectives. Do you agree that equal emphasis should be given to these three types of objectives, or do you think a different emphasis should be placed on the objectives of the curriculum? What is your stance on teaching values?

4. The 1978 and 1981 Curriculum is based upon a process for social inquiry (page 7). What do you think of the process and how effective do you think it will be in the Elementary School?

5. Underlying the new curriculum is a belief that teachers will, of necessity have to move from a teaching style which is highly teacher-directed to one which allows for a more teacher-student shared teaching style. Do you think this is a good idea and do you think teachers will be happy making such a change?

6. Is a "teacher student shared" mode of teaching either possible or desirable at the Elementary School level?

7. Is it desirable or possible at Div. III or IV level?

8. The suggested time to be alloted for Social Studies at Grade Six level is 184 minutes per week. Do you agree with this time allotment?

9. "Evaluation is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, pupil achievement and instructional resources?" Do you agree with this definition? How strong an emphasis should be placed on "pupil-achievement" as an evaluation tool?

10. A great deal of money has been spent on Learning Resources for this curriculum. How widely do you think teachers will use these resources? Are resources the answer if you want a successful social studies curriculum in this province?

11. In-service material (Mentor project) is presently being completed which attempts to introduce teachers to the Social Inquiry process

contained in the curriculum. Teachers are asked to learn the process by actually doing modules which emphasize each step of the process. How do you feel about this approach? Will it be effective? Are teachers likely to reflect upon their own teaching styles and change those styles to suit the objectives of the curriculum?

INTERVIEW WITH MR. C. - MAY 11

1. The definition of social studies on page 1 of the 1981 Curriculum Guide, takes a particular stand as to what social studies is. Do you agree with the definition?

   In part. I don't think we can hopefully resolve social issues.

2. Do you think this emphasis (on social issues) should be there, in social studies?

   No, I don't think it should be.

3. Some critics of this curriculum have stated that it is much too prescriptive and that teachers will either ignore it or modify it to their own teaching style. How do you feel about these criticisms?

   It is too prescriptive and I think teachers will modify it to their own style. I mean it's too prescriptive for me!

4. How do you feel about the curriculum being mandatory?

   I think they'll still modify it to their own needs. Unless, of course, someone is going to come in from outside the classroom and do some very close checking on teachers.

5. The 1981 Curriculum focuses on value, skill and knowledge objectives. Do you agree that equal emphasis should be given to these three types of objectives or do you think a different emphasis should be placed on the objectives of the curriculum?

   No. Mind would be first knowledge, then skills, then values. I don't think that, at the grade six level, I can teach values before kids have some knowledge. The skill would come somewhere in between.

6. Do you have any particular objection to teaching values?

   I think it's difficult to teach values. If I'm teaching values, I'm imposing my own beliefs and they might not be the right ones or whatever society says. If you look at the 26 kids I have, you see a multiplicity of values right there.

7. Are you afraid of the inculcation or indoctrination aspect of teaching values?

   Right. I think you start indoctrination. I think that you show different sides of the question. Take this Unit on China we're

doing now, the communism. I think it's coming out in statements I make in the room that I'm opposed to Communism, but I say good things about it from time to time. Take Vitor, his father came from Portugal, under a Fascist government and he's got certain views. In Sonia's case, her views are entirely negative because she still has grandparents and relatives back there in the Ukraine.

8. The 1978 and 1981 Curricula are based upon a process of social inquiry (page 7 of Guide). What do you think of the process and how effective do you think it will be in the Elementary School?

I think I'd have difficulties unless in time I didn't. It's very long and involved. Maybe I could.

9. Do you think Elementary kids can actually do this? Can they make decisions on social issues?

Of the six you're working with, 4 of the 6 could. Take some of the others in my room, they couldn't. With the top students, they could.

10. Do you equate this process with cognitive ability?

Yes. The brighter student could do it. But if I tell -- we identify a problem, gather and organize data. Some of the students could do this on their own.

Some of the students could analyze and organize data on their own or with my help, but many couldn't. For instance, I asked the class to tell me what they had enjoyed the most in the unit on West Coast Indians. It was the handicrafts. I also asked the students what contributions these Indians had made to Canadian culture. Some of the students gave me something. Many of them couldn't give me anything. They enjoyed the mask-making and the weaving because it was "hands-on". But not book-knowledge.

In this unit on China I'm going to try to take each student through so they can decide, at the end, between Communism and Democracy.

11. Underlying the new Curriculum is a belief that teachers will, of necessity, have to move from a teaching style which is highly "teacher-directed" to one which allows for a more "teacher-student-shared" style. Do you think this is a good idea and do you think teachers will be happy making such a change?

I think teachers will have to change. I think the older teachers will have difficulty changing. The younger teachers shouldn't have so much trouble. I think it will make the course more

meaningful to the students. He'll be able to pick up a lot of the Language Arts skills. This reminds me of 1955-56 when I started teaching, I integrated Language Arts and Social. I'm doing that even now. Summarizing, report-making, and research skills, library work.

12. Is a "teacher-student-shared" mode of teaching either possible or desirable at the Elementary school level?

I think with some teacher-direction this could be done. I think it should be easier with Junior High and High School. In High School, for instance, by the time you reach Social Studies 30, the weaker student has been weeded out. At the level I have I've got everything. Take Candy, for instance, she hasn't got the skills or knowledge and, let's face it, the ability.

13. The suggested time to be allocated for Social Studies at grade six level is 184 minutes per week. Do you agree with this time allotment.

No. It's not enough. I have 260 minutes. What I'd like to see is a combination of Language Arts and Social Studies. An integration of these is useful. You can tie in a certain amount of Science, too.

14. "Evaluation is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, pupil achievement and instructional resources" (p.10, 1981 Curriculum Guide). Do you agree with this definition? How strong an emphasis should be placed on "pupil-achievement" as an evaluation tool?

I think it's a fuller definition, than just testing kids. Take the last unit, I used oral presentations, library work, and research skills. I don't think a "pencil-paper" test is the best answer for all kids.

15. A great deal of money has been spent on Learning Resources for this curriculum. How widely do you think teachers will use these resources? Are resources the answer if you want a successful social studies curriculum in this province?

Sometimes the materials just don't fit the units I want to use. If there had been something to fit the units I wanted to teach I would have used it. There's a unit on the Railroad. I don't know where I'd have fitted that in.

16. How much do you think teachers will use these?

Some of them will be used very little. I think beginning teachers will use them more. But teachers that have been around, have developed their own. I use E.P.S.B. units a lot. I may use the Alberta Education unit on Government next year.

17. Are resources the answer?

You can get too many resources, too. You can get bogged down if there's too many resources. I think an adequate or varied amount is the answer. If the material is in my classroom, I use it more. I spend too much time going between the library upstairs and my room.

18. This curriculum will be mandatory soon. How do you feel about mandatory curricula?

I think it needs to be. I think during, say, the last 10 years everybody's been doing their own little thing. Especially at the Junior High level, things have got very lax. I wonder how educationally sound some of the things were that people were doing. I think being mandatory, there's still time to do your own thing.

19. In-service material (Mentor project) is presently being completed which attempts to introduce teachers to the Social Inquiry Process contained in the Curriculum. Teachers are asked to learn the process by actually doing modules which emphasize each step of the process. How do you feel about this approach? Will it be effective? Are teachers likely to reflect upon their own teaching styles and perhaps, change those styles to suite the objectives of the curriculum?

I think it should be helpful but whether teachers will use any of it, I don't know. I think teachers may reflect but it's not easy to change your style. It's like your personality. You've developed it over time. You're comfortable with a certain method that you use and to change overnight would not be easy. I don't think teachers will go from one end of a continuum to another. Again, it depends on what kind of a classroom you're in. Like here, you've got to be teacher-directed, to a certain extent, because of the physical space. I can't get all 26 kids in the library for group work at one time.

20. Have I missed any of this in my questions?

No, I don't think so.

21. Are teachers "in-serviced" to death?

Yes. In some cases. It depends a lot on the consultant. If they come on too strongly, I think they'll meet a lot of resistance. We've had quite a lot of social studies in-service in this school.

Thank you Mr. C.

APPENDIX B

FIRST INTERVIEW: BABITA MARCH 17

1. What is your full name? Your age?
   Lois Babette Janice Williamson, I'm 11 years old.
2. Could you tell me a bit about yourself and your family? How many kids? What does dad do? Mum?
   There are 7 of us but only three live with my mum and dad now. My sister 16, and my sister 17. My dad is in a construction job but right now he has a gib cut on his hand. It nearly got cut off. My mum works in the Norwood home. She's a nurse.
3. How long have you been attending this school?
   A year and six months. (Lois told me before the interview that she had lived for seven years in Toronto. So she would have been about 2½ years old when her parents came to Canada from Jamaica.)
4. Do you remember much from social studies in other grades? Grade 5?
   We did about pioneers. We only had a few things.
5. What <u>is</u> Social Studies? Why is it in school?
   Our teacher told us, when we grow up, if it's about government, we'll know what everything is about.
6. Is it important for a job?
   'Cos if you're doing a job and you don't have any experience, you'll go back on the things you've learned in school and you'll know more than if you never took them.
7. Are you interested in the unit on West Coast Indians?
   Yes, right now we are doing clothing and I think it's important to know how people lived a long time ago and how they still live now.
8. Why did Mr. C. ask you to be in the group about clothing?
   I don't know. He said we could pick anything we wanted so me and these two girls picked clothing.
9. How is the group work progressing?
   Okay! Everybody is working hard.

(Lois brought some snapshots of her family in for me to see today. They were taken in Jamaica when she went back for a holiday two years ago. She pointed out many of the members of her family in the photographs. She had offered to bring the pictures in and I took her gesture as an indication of her trust in me as a sign of her willingness to be a friend.

SECOND INTERVIEW: JOSE MARCH 23

1. Where you born?
   Caldas da Rainha, in Portugal. (It means "Baths of the Queen")
2. What is your place in the family?
   I'm the oldest. I have a sister Carla who is 9. She's tougher than me and I get blamed when she does things. Your parents say you should know better.
3. How old, roughly, are your parents?
   My dad's 41 and my mother is 39, I think.
4. Tell me a bit about your parents? Do they have any hobbies?
   My dad does not really have any hobbies. He's really interested in how my marks are doing. My mum tries to get me out of trouble when I do something. My mother likes to knit and sew. She used to do it professionally in Portugal. She had a big machine and she used to make sweaters and sell them.
5. How do you feel about them?
   I'm fond of them. I wish my dad wouldn't go in for making me study and give me more playing time.
6. How do they feel about you?
   They like me to have good marks and keep out of trouble, like normal parents.
7. What do you like to do when you are not in school?
   I like playing soccer. I like aviation. I like a lot of bike riding especially during the summer holidays. It's new for me, I only learned when I was 9. I was kind of a late starter.
8. Do you like to read?
   Yes, I do a lot of reading. I like books with a lot of facts. I like some novels. One I liked was Black Stallion.
9. Who are your friends?
   Gary, Niels, Curtis, in this school. I'm pretty well friends with everybody. I have a couple of friends in my Portuguese class. I don't know why but I really like them.
10. What kind of people are your friends?
    Gary, he tries to get on your nerves but he doesn't succeed. He's a good athlete and he tries to support you. Curtis. He's kind of

a weird one. He never swears or gets angry. He's considerate and he's a good athlete. He gets around. That's one way to describe him. Niels. I don't know. He's a kind of high-strung person. If we insult him or something or don't want to do things his way instead of getting angry or yelling he bursts into tears! Then, we have to console him.

11. What kind of people attract you?
    Oh, considerate and athletic. People who get popular fast.
12. Which parent are you most like, in nature and looks?
    I have my father's height but I'm more like my mother's nature.
13. Do you have ambitions for the future?
    I'd like to be a pilot.
14. Do you have any fantasies?
    Yes, I'd like to be a professional soccer player but I guess that will never be.
15. Do you watch much T.V.?
    Yes, very much! I like sports. I like comedy shows and I like Buck Rogers and Beverly Hillbillies. During the summer holidays, I got hooked on Soap operas. I don't know why! (laughed).
16. Would your life be very different if you were still living in Portugal?
    Oh yeah! School's different. You can drop out of school after grade 4, if you want to. You only go for mornings or afternoons. Then, there's tele-school that comes from Lisbon.
17. What do kids do when they drop out of school?
    Theywork on their father's farm. Not many kids go to high school. Very few go to University. When you're 18, every boy has to go into the army for a year. If you have a higher education, you might get a higher rank or your time might be cut back. Unless you somehow prove you have a disability and can't fight. Girls? Only if they want to but very few go.

SECOND INTERVIEW: KLAUS MARCH 23

1. Where were you born?
   In Edmonton, in the General hospital.
2. What is your place in the family constellation?
   I'm an only child.
3. How old, roughly are your parents?
   Early fifties.
4. Could you tell me a bit about your parents, as people? What do they like to do in their spare time and so on?
   My father likes to go out for walks, takes his binoculars and looks for birds or he goes to the Airport to see the planes. My mother likes to watch T.V. or go shopping.
5. How do you feel about them?
   I like them.
6. How do they feel about you? Do you know?
   They like me, I think.
7. What do you like to do, when you're not in school?
   I play soccer, in the schoolyard, with my friends.
8. Do you watch much T.V.?
   Sometimes, when I have nothing else to do.
9. Tell me about some of your friends, who they are and what they are like?
   My top three are Curtis, Gary and Vitor. Gary always agrees with you. You say, "Let's do this or that!" and he agrees. He's quite fun to play with. Curtis is quite fun too. We go places together like swimming and we take turns watching each other go off the diving board. We play soccer. Vitor, you can joke around with him and he won't mind that much.
10. Why would you choose them as friends, rather than other kids in the class?
    It's the way they act towards me. They're nice to me and I'm nice to them.
11. What kind of things do you think about being when you grow up?
    I'd like to be a pilot or an engineer.

12. Is that a fantasy or could it be real?
    It could be real.
13. Do you have any fantasies?
    Yes, going to the moon once.
14. Any other fantasies?
    Travel forward or backward in time. I've seen shows like Buck Rogers with tall buildings or strange animals that take over.
15. What would interest you about going back in time?
    The times when explorers were finding new places, or when the dinosaurs lived.

SECOND INTERVIEW: OLGA MARCH 26

1. Where were you born?
   Edmonton, in the old Misericordia.
2. What is your place in the family?
   Youngest. I have a brother who's 17, another brother is 21, and my sister would be nearly 25 (She's the one who was killed in the accident.)
3. What age, roughly, are your parents?
   My dad's in the middle fifties, my mum's in the middle forties.
4. Could you tell me a bit about your parents, as people?
   My parents go to a lot of Ukrainian meetings. The store we have keeps my mother busy. My mum runs the home, too. My dad reads a bit. They don't watch much T.V. only if there's a good movie on.
5. Do you speak Ukrainian at home?
   Yes. I speak it fluently and read and write it too!
6. How do you feel about them? Do you love them (like)?
   Yeh. (This was said rather hesitantly!)
7. How do they feel about you? Do you know?
   I don't really know.
8. What do you like to do when you're not in school? Do you have any hobbies?
   No. Not really. I like to sit around. I read a lot. I read tons of books and I like being with my friends.
9. What do you do when you are with your friends?
   Oh, we go riding or play cards or something to pass the time.
10. Tell me a bit about your friends? Who are the closest ones?
    I've got Tracey, here (in school). She lives down the block from me.
11. Tell me about Tracey.
    I never used to like her in grade 4. Now we're good friends.
12. Tell me about the friends who used to live beside you?
    Well, one is two grades ahead of me. My mother used to babysit her. I saw her everyday at my house. We used to play together a lot.
13. What kind of people are you likely to be attracted to?
    Friendly. People who aren't nasty.

14. Have you some thoughts on what you'd like to be when you grow up?
    A nurse or a doctor. That would be interesting. I keep changing my mind. I might be a secretary. But I've got a lot of time to think about it.
15. Do you have any fantasies about what you'd like to do?
    A singer. I like singing. I like Ukrainian singing and dancing. I go to a school with 400 children who take dancing too.
16. Do you know how to cook and sew?
    I'm learning a bit at a time. I can cook a little. I'm doing some cross-stitch embroidery, too.

SECOND INTERVIEW: BARRY MARCH 26

1. Where were you born?
   Right here in Edmonton. May 26, 1969.
2. What is your place in the family?
   I'm the oldest. I have a little sister in kindergarten.
3. How old, roughly are your parents?
   One's 29 and the other is 31 or 32.
4. Tell me a bit about your parents, as people.
   My mother likes to read and my father likes to help people, or watch T.V. Things like fix their cars or paint the house or stuff like that.
5. How do you feel about them?
   I love them and I think they love me.
6. What do you like to do when you're not in school?
   Yes. I like to play soccer, football or make models. On the week-ends I go bike-riding.
7. Tell me who your friends are.
   Well, there's David and Michael, Vitor and Curtis.
8. What do you like about David?
   He's a nice friend. He's a really nice guy. I don't know why I like him but I do.
9. Do you play sports together?
   Yes.
10. What about Michael and Curtis?
    They like sports, too.
11. What attracts you to some people and not others?
    I'm not sure. I like them 'cos they treat you like a friend.
12. What would you like to be when you grow up?
    I have four ideas. An Indianapolis race-car driver, a pilot and a football player. A baseball player, too.
13. Are these real possibilities, or just dreams?
    Two are real, I think. The driver and the football player.
14. Do you read much? or watch T.V.?
    Not that much. I only watch cartoons on T.V. I usually go bike riding. I build models of cars, trucks and planes.

SECOND INTERVIEW: BABITA MARCH 24

1. Where were you born?
   In Jamaica, in a town called Clarindon.
2. What is your place in the family?
   I'm the youngest. I have 2 big sisters and 4 big brothers. My one brother is still in Jamaica. He's a teacher. My three other brothers are here in Canada. My two sisters live with me and my mom and dad.
3. How old, roughly, are your parents?
   They're in their thirties. (I'm not sure about this. If the opportunity presents itself at a later date, I'll ask Babita if she was correct here or if, perhaps, she is not with her natural parents.)
4. What are your parents like, as people? What do they like to do in their spare time and so on?
   My mother likes to crochet. My father likes to make things. He made a bookshelf for my room. He's making me a desk but it's not finished yet.
5. Does he have a workroom to do his carpentry in?
   Yes. He has a big part of the basement to work in.
6. How do you feel about your parents?
   I like them.
7. How do you think they feel about you?
   The same way.
8. What do you like to do when you're not in school?
   I like roller-skating, jogging, playing games and all those things.
9. Do you read much?
   No - not that much.
10. Do you watch T.V.?
    Huh! Huh! (Yes) I like most things that come on.
11. Tell me you your friends are?
    Well, before we moved up here I had this friend Myrna. We lived next door for five years. She's coming next month for a visit.

12. Who would be your next closest friend?
    Carrie, in my class.
13. What is it you like about her?
    She's nice and friendly. She doesn't swear. She knows how to make friends.
14. What kind of people are you likely to spend time with?
    Nice and friendly, behave to their mum and dad and not swear to them or things like that.
15. Any ideas about what you'd like to be when you grow up?
    I'd like to be a nurse or a doctor.
16. Do you have any fantasies or dreams?
    All the girls and boys in my family like a singer called Michael Jackson. He lives in Hollywood like Diana Ross.
17. He's the cute one from the Jackson Five?
    Yeh (laughs). I have a bet for $5.00 with my sister that I'll get to meet him before she does.
18. I hear that your sisters sing in a choir. Do you like to sing too?
    Sometimes! But not like my sisters.

SECOND INTERVIEW: ROXANNE MARCH 24

1. Where were you born?
   Here in Edmonton, in the Royal Alex Hospital.
2. What is your place in the family?
   I'm the oldest, my sister is 9.
3. How old, roughly, are your parents?
   My father is 39, my mother is 41. There's roughly 2 years' difference between them.
4. What are your parents like, as people? What do they like to do in their spare time and so on.
   My parents are like my sister and me, we like to be active. We don't like to sit around a lot. We all have our assigned chores and we like to get them done and then go swimming or whatever. In the winter we go skiing, and we like jogging too. We go water-skiing and boating in the summer.
5. How do you feel about your parents?
   I love them a lot and they love me. We're a very close family. We have relatives but we're not close to them. My dad's brother used to live next door to us but we weren't even close then.
6. How do they feel about you?
   Well, when I do well on my report card, they're happy, but when I come down on a subject they don't really give me heck. They just tell me to try harder and I usually do.
7. I like sports a lot but I like doing things with my friend next door. She's in grade 9 and her sister in is grade 10. The reason we are so close is that when we were tiny babies, my sister and I, they used to always play with us.
8. Do you read much or watch T.V.?
   Sometimes I watch T.V. On Fridays when I've done my chores my parents let me watch a couple of shows. But we have a farm, it's 250 miles from here, it takes 5 hours to get there. I usually take a good book along and I read the whole book. It's 150 or so pages.
9. What do you do on the farm?
   We run around a lot. There's lots of space to do it. The air's so clean and there's lots of trees. We like to go scouting around.

an old granary and tractors and stuff. We don't have any animals now. We used to have cows and chickens when my grandma lived there. No one lives there now. My uncle Don, my mother's brother, is a humorous guy. He flies out from Ontario and we see him at the farm.

10. Tell me a bit about your friends?
Tracy is my closest friend in school. I like Lyla too. We don't do a lot together but when I have a birthday, Tracy is always there.
11. T he friends next door, tell me a bit about them.
The youngest one is a warm and loving person, she's really funny. She and her mum are so funny together. We were camping together once and her mother said "Turn around and brush your teeth." So she turned around and around in circles! She's so funny!
12. What about the other girl?
The one in grade 10? She's more like my younger sister. They do quieter things together, like playing games and such. Kathy and I are bashing a ball around with these two old tennis racquets. Donna and my sister don't understand what we're doing.
13. What kind of people are you likely to choose to spend time with? (What attracts you to some people and not others?)
I had this friend, we went to Florida together. She was funny and I told her things I wouldn't tell anyone else but I didn't like the dress aspect of her! I like people who are active. I don't like wearing a dress to school.
14. What would you like to be when you grow up?
Well, at first I thought I might like to be a lawyer, but the counsellor told me how much work it took so I put my mind off that! I think I might be a teacher. My mother and father are both teachers. My mum had 4 aunts who were teachers. There's teacher blood in the family. So I think I might like to be a teacher, too. I think I'd like the job, it's fun! I used to play school with my stuffed toys like my sister does now. My friends next door had these old textbooks and they used to teach us from the books. We learned a lot before we ever went to school!

15. Do you have any fantasies about your future?

I would like to be something in sports. Edmonton used to have a baseball team for ladies called the Snowbirds but they didn't have enough fans so they had to quit. If they ever have another baseball team I'm going to go on it. I thought I'd like to be an actress.

16. Would you like a career in sports if you could?

Yes, I would but I'd get an education so that when I retire I'd have something else to do. I play this sport called Ringette. It's for girls. They also have women's teams in Edmonton.

17. Do you have any other talents?

I play quite well on the piano. I'm in the fourth grade of the Conservatory. I've had lessons for six years. I used to fantasize that I could be a concert pianist. I'm fairly good. I go for lessons every week. I go twice a week when it gets near examination time. I'm in three choirs, too. You have to audition for them. I made 16 out of 20. The highest was 17.

18. You have a busy life.

You bet! We are always rushing. I like that. My mother's like that too. She used to be president of the Community League. She went before City Hall three times with briefs for a swimming pool for our community. My dad works at NAIT and he takes us swimming there. He swims every lunchtime. They play basketball in the water. It's a riot to watch them.

THIRD INTERVIEW: OLGA APRIL 10

1. Did you have a good break for this past week.
   I would say I did.
2. What kind of things did you do?
   Just lay around, watched T.V., did homework. Nothing much.
3. Did you get outside much?
   It was kind of cool so not really.
4. How did you feel about coming back to school on Monday?
   I didn't feel like coming back at all. I'd just got used to the holidays and not coming to school.
5. Do you help in the store when you're on holiday?
   Yes. I help my mum. It's kind of fun. I like using the cash register.
6. Pretend that I am a new student (girl) starting in your class today. Mr. C. has asked you to look after me and help me get settled in. What would you tell me, the new student, about the other students in the class?
   I could tell you about what activities they do and how the classes go and which students are friendlier and things like that.
7. What information do you think a new student needs in order to fell comfortable with the other students? Would you be specific about which students are friendlier or would you not be specific?
   Not really. I think the new student has to make her own decisions.
8. What would you tell a new student about Mr. C.?
   I'd tell her that he's a good teacher. He gets a little loud at times but he has good intentions.
9. What are his expectations?
   Well, that depends on the student. Some are lower than others. Some get more effort on their report cards than achievement.
10. Does he have a good idea of how each student operates?
    Yes, I think so.
11. What would you tell a new student about Mr. H?
    I don't know. He's quite nice to us. He doesn't expect too much from us. Yes, he's quite a good music teacher. He doesn't teach us any songs and I'd rather sing.

12. How would you describe Mr. Z. to a new student?
    Very well, I think. He has control over the students. He talks over the problems with the students. He gives 1,000 word essays as punishment. I don't think he uses the strap.
13. Do you think he has the respect of the parents in the community?
    Yes, I think so.
14. How much do the students see him?
    A lot. There aren't that many students and he pretty well knows everybody. He gets around.
15. What part of the building do you think a new grade six student needs to know?
    Music room, library, washrooms, other classrooms. The other wing if the new student has a younger brother or sister.
16. Do you think the student needs to know the other teachers?
    It depends on what time of the year they come. If it's near the end, like now, it's not worthwhile, because they'll be going to another school in September anyway.
17. What about your own classroom? Are there rules and regulations that a new student should know about?
    Just about tests and assignments. The cubby holes are at the back. A new student would find us pretty friendly. A bit noisy, but....
18. What about a new student who had problems with English?
    I don't think I'd treat them much differently. People are people. If she was negro, that wouldn't bother me. Babita is one of my best friends.

Thank you Olga, I think that's all for today.

SEVENTH INTERVIEW: JUNE 1

GROUP DISCUSSION -- PART ONE

In preparation for this meeting, I asked the six students who are participating in the study to think of a topic for a group discussion. When the students arrived in the Counsellor's room where the session was to be held, I introduced them to the rules for running a Magic Circle: taking a turn, listening to each other, etc. I suggested that we use the rules and that we begin by putting forth the suggested topics to be voted upon by the group. One of the key informants was late that day so a new informant, Antoinette, was invited to join the group. Babita came later and made the group number up to eight.

Transcript

Researcher:	What suggestions do you have for topics for discussion. I'll write them down then we can vote on them.
Klaus:	Future occupations?
Jose:	The world situation right now - the problems facing the world - missile crisis?
Barry:	Mine's relative to Jose's - the war situation - the war between Russian and Afghanistan - Russia and the U.S.?
Jose:	The Syrian missile crisis.
Antoinette:	No.
Olga:	Family lives.
Roxanne:	Olga's idea or Klaus' - or the food situation in the world. Agriculture.
Researcher:	What are you going to be, Klaus?
Klaus:	I want to be a pilot. I'm interested in aviation and all that stuff.
Roxanne:	What's "aviation"?
Klaus:	Flying and stuff.

Jose: I want to be a pilot, too. The pay's good! (Lots of laughter from the group.)

Researcher: Do you need a University education to be a pilot?

Jose: Yes, you do, and two languages. It's exciting, boy.

Researcher: It sounds glamourous and romantic. (Chorus, from Klaus & Jose - yes. All those stewardesses!)

Researcher: How about you, Barry?

Barry: I've got 3 occupations, down from 5. Indianapolis stock-car racer, football player, and a cop.

Researcher: How about you, Babita?

Babita: A nurse or a doctor.

Roxanne: How come?

Babita: 'Cos I'd like it.

Olga: Yes, all those cute doctors! (Lots of laughter)

Researcher: You Olga?

Olga: Same as Babita. There's lots of other things to do, too.

Researcher: Nobody wants to be a teacher, I notice.

Roxanne: I do. Either a counsellor or a teacher.

Barry/Jose: You want to be a lawyer don't you?

Roxanne: No, not any more. That takes too long. I might be a legal secretary.

Researcher: Is that the end of the discussion? Nobody asked me what I want to be when I grow up. (Laughter - someone, Klaus, says, You are grown up.)

Roxanne: What did you want to be when you were young?

Researcher: Not a teacher. I wanted to be something glamorous like a stewardess but I had to be practical so I gave up that idea.

Roxanne: Excuse me! One reason why I wouldn't want to be a stewardess is I get sick on planes. My ears hurt. I went to a Blood Centre with my Dad and I nearly fainted so I don't want to be a nurse. Anyway, my mum told me once that nurses don't get Xmas holidays and I don't want to miss Xmas! (lots of laughter)

Jose: Roxanne is the one who always said she wanted to be a lawyer. There's one trouble with that. If you take your lawyer's course in Alberta and you want to move to Saskatchewan, you have to take your lawyer's course all over again.

Olga: Wow!

Klaus: I've just thought of something. Another reason that I want to be a pilot is that I've flown back and forth to Germany a few times. I've been in the cockpit of a 747. You can't see anything. You have to rely on the instruments.

Researcher: Should we vote for another topic? World Affairs is a rather broad topic so should we try to limit it to something narrower?

Roxanne: I vote we try for the family life topic.

Researcher: Well, let's vote - vote taken - Well, let's begin. How do you want to do this. Let's just let the discussion flow.

Klaus: I don't know what to ask.

Researcher: Why don't we each try to describe what being a parent is, in our opinion.

Group: Okay, let's try that.

Researcher: Klaus, why don't you begin.

Klaus: I think it involves quite a bit of responsibility over your children, to watch over them.

Jose: It's difficult. You have to put up with children, you have to work to support them, put food on the table. You gotta say 'no' once in a while. You gotta say 'yes', once in a while.

Researcher: How do you know if you're doing the right thing?

Jose: You don't know. That's what I think.

Researcher: Do you just play it by ear. You can't take classes to be a parent or, I should say, very few people do.

Roxanne: You can take classes to take care of a baby but that's all. You don't get classes to take care of an eleven year old.

Researcher: What do you think, Barry?

Barry: Letting a child have some freedom, once in a while.

Researcher: How do you know when to give freedom or not?

Babit: It's more like Jose's than Barry's.

Olga: It's a hard job. You have to care for them. Some people can't.

Researcher: Why do people have kids?

Roxanne: To let the generations go on and on. If they didn't there'd be no more Marcianos or Koenkhes or anything.

Barry: I don't think so. It's for someone to love and care for.

Klaus: If we didn't have babies, we wouldn't be here now. - to keep the race going.

Researcher: You are aware, though, that a number of married couples are making a decision not to have children. Why are they doing that?

Barry: It costs too much money.

Jose: It's expensive.

Barry: Maybe they want freedom, too.

Roxanne: They want not to have a lot responsibility, you have to do like Jose said, feed them and so on.

Barry: If you don't care for them it might cause Juvenile Delinquency.

Researcher: Is that what causes Juvenile Delinquency?

Jose: No lack of love, lack of teaching and responsibility.

Researcher: But let me talk about this as a parent for a minute. Sometimes, it seems to me that the harder I try to be a good parent, the worse it gets. Does that make sense?

Roxanne: Yes! Because you're trying to help your child, you say not to do this and that but they don't realize you're doing something for them.

Researcher: When do they get old enough to realize you're doing things for their own good?

Jose: By the time you're not around to do it for them any more.

Klaus: This happened quite a few times to me. I was carrying dishes outside, we were eating outside, and my mother said, "Don't drop them!". Then "crash" I dropped them.

Jose: Yes, if you bring out the good crystal glasses, you break them 'cos she says, "Be careful.".

Researcher: Do parents make too much fuss?

Group: Yes, sometimes.

Researcher: Project forward in time four years. What kind of hassles (if any) are you likely to have with your parents when you're 15 or 16.

Barry: With my mum and dad having a car or the keys to the car.

Olga: I think dates.

Antoinette: Same as Olga, boys and dates.

Klaus: My parents? Oh, boy, when to go out, dates and stuff; when to come in.

Jose: A car and dates and money.

Jose: Money is a problem now. My sister is two years younger than me and she gets the same allowance as me.

Roxanne: Same in my family.

Researcher: How do parents make these decisions?

Group: I don't know ... who knows"

Roxanne: My parents don't want my sister and I to be jealous of each other.

* * *

Researcher: I have a question I'd like to ask all of you. What has it been like for you, taking part in this project? (research)

Klaus: It's taught me quite a few things and you, too. It's educational in a way, for us and for you too. You've learned things about us, our family life, and stuff.

Jose: I have about the same idea. It's educational for us and for you. You find out what kids our age think and we find out what parents think. You ask us questions about our life.

Barry: It's educational and it gets us away from work. (lots of laughter)

Researcher: Well, you're honest. How about you Babita?

Babita: It's fun, and ...

Researcher: Worthwhile for you?

Babita: Yeh.

Olga: Fun and interesting.

Roxanne: It was both educational and fun. You get a kid's point of view and we get yours.

THURSDAY, JUNE 4

GROUP DISCUSSION -- PART TWO

Group Members: Roxanne, Antoinette, Olga, Babita, Barry, Jose and Klaus

Group Leader: Researcher

Researcher: In our first discussion before we ran out of time we were talking about the capability of 11-year old students to be good informants in an interview situation. I have just told the group that a Psychologist friend of mine says that he doesn't like to interview anyone older than 5 or younger than 25. We were discussing the possible reasons for this observation and we decided that very young children would be good to interview because they tell you everything; they don't cover up anything, they tell it like it is. We were just discussing why "over 25" might be a good age to interview people, again.

Antoinette: Okay, they have experience. They know what they're supposed to be doing ... like ...

Jose: They lose their bashfulness, they're ... they won't cover up usually.

Researcher: What would be the worst age to interview, in your opinion?

Group: (15 or 16, yeh, that's right)

Jose: That's a time when you have lots of secrets.

Researcher: Are you more suspicious of adults at that age?

Roxanne: Yes, I think so. You're trying to grow up and you don't know how.

Jose: And you don't want people to delve into you at that age.

Antoinette: Another thing, above 25, they're more fluent; they know how to get their point across (laughs). That's my trouble. They (over 25) know how to express themselves.

Researcher: What similarity do you see then between the under 5 and over 25 groups?

Jose: They let out more, they're more honest.

Researcher: Is it true that (at your age) do cover up more?

Group: Yes, I guess so, I suppose so.

Antoinette: When I was little, I would tell stories that went on and on. I really wanted to get my point across.

Researcher: What happened between then and now? What changed that?

Antoinette: Well, you sort of give up and you put less detail into things.

Klaus: You don't want to tell things. You can't be bothered. You want to do other things.

Researcher: What about this business about being reflective that we started to talk about last time? Are kids your age capable of thinking deeply?

Babita: I think so. I think we do. (chorus of "yes", "yeh").

Researcher: What kind of things would you think deeply about?

Roxanne: Well, we're finishing grade 6 and we might think about Junior High School.

Antoinette: My sister thinks a lot about boyfriends and girlfriends and being popular.

Researcher: Are you a deep thinker Olga?

Olga: No, I don't think so.

Researcher: How about you Babita?

Babita: No, I'm not.

Researcher: What's the alternative to not thinking?

Jose: You just act, you just do.

Researcher: How about Barry?

Barry: Not really.

Researcher: Do any of you think deeply about any big philosophical issues like "Why are we here?" or "What's life all about?"

Klaus: Yes, I do.

Jose: I try to forget it.

Roxanne: Sometimes, I think deeply about dying. It really bugs me.

Barry: Sometimes I think about the future. Will I be married or will I be a bum (laughter).

Roxanne: I think about the future; what I'm going to be when I'm an adult.

Antoinette: Sometimes, I want to stay home when the whole family goes out. I curl up with cushions and a warm blanket and listen to Elvis records. I take the kitten.

Researcher: Do you think deeply then?

Antoinette: Oh, yes.

Klaus: I think about my future.

Researcher: Do any of you puzzle about what adults are doing?

Klaus: I think that I'm never going to be able to do things like filling out forms.

Klaus: If you were a kid we wouldn't cover up so much.

Jose: We're a bit afraid to tell you the whole truth.

Researcher: Why?

Antoinette: I think there's a certain amount of embarrassment.

Researcher: Why would anybody want to read a document like this will be?

Antoinette: I guess to see what kids' points of view are about things.

Roxanne: Teachers could read this, new teachers could learn about kids.

Researcher: I was asking last time about how you thought Social Studies should be taught. We didn't expand on that. Could we expand now? We decided kids needed some knowledge about the world, about different countries and so on. What skills do you need to have, to do something with the knowledge? How do you make decisions?

Jose: You have to put one and one together.

Klaus: You have to shorten it.

Babita: You have to narrow things down.

Jose: You put things into piles, the good and the not-so-good. Then the not-so-good, you forget.

Researcher: What do you have to do to make a decision about a social issue?

Antoinette: You have to know how a lot of people feel about it.

Researcher: You then make a decision?

Barry: You have to be informed by what other people think.

Researcher: Olga, what do you think?

Olga: I don't know. You just think about it.

(A discussion ensured about moral decision, about stealing, etc.)

Roxanne: Then there's Russia. If you say anything against the government, you just disappear.

Researcher: Last time we were talking about values. We were trying to decide how teachers should teach values.

Jose: There was that man who killed all those young men, Gacey, he got the electric chair.

(A discussion ensued about the Ku Klux Klan and the Nazis.)

Antoinette: I think it's good for you to think deeply. It makes you realize things and all the little details.

Researcher: Are kids your age capable of making decisions about social issues?

Group: (I think so, oh! yes!...)

Roxanne: I think about wars, like Russia and U.S.

Jose: I think us boys think more about war than those girls (pointing). If there's a war, we boys would be doing the fighting.

Researcher: Now, now. Let's not be chauvinistic!

Jose: Oh, yes! I don't see women volunteering for the draft.

Antoinette: A long time ago women did not have the vote. Now they do.

Jose: I'm not saying women can't do things like fly a plane or drive a tank but they don't <u>want</u> to.

Klaus: They're not willing to fight.

Researcher: But women were not allowed to do these things.

Antoinette: What happened to our topic of "deep thinking"?

(A discussion ensued about the difference in physical size between men and women.)

Researcher: You had a question for me, Jose?

Jose: What did you expect from us when you started this; what answers did you expect?

Researcher: I'll answer that by telling you what I proposed to do when I started this study. It's called "Multiple Realities in a Social Studies Classroom". I said I would compare the Curriculum of Alberta; that's what the Government says teachers are supposed to teach, to what Mr. C. teaches and what you think is going on. How does it affect you? Realities are things that are real to you. What did I get from you? I think I got <u>some</u> of your realities. Not all because I think you covered up a bit.

Klaus: I don't think it would make any difference if you were a kid!

Researcher: If I were a kid I wouldn't be doing this kind of study. (laughter from the group.) I think because I'm an adult there was a "generation gap" between us.

Jose: Yes, a lot, a bit anyway.

Roxanne: I didn't cover up some things.

Researcher: I don't know why you cover up. Tell me why?

* * *

Jose: If they ever get the guy in Atlanta, Georgia he'll never get to the Electric Chair. The people will rip him apart. The Ku Klux Klan burned boats belonging to the Vietnamese Boat People. I saw the leader boasting on T.V. about what they were doing. And he's a lawyer.

Roxanne: He should lose his diploma.

Researcher: A group of neo-Nazis were allowed to hold a march in a Jewish community. Would you let them do that?

Group: No way, no.

Jose: It's a law in the States that if you are not read your rights in your own language, you get off scott-free.

Roxanne: Mr. Z. said we were taking and not giving. The teachers give us extra -murals and floor-hockey games and we don't cooperate.

APPENDIX C

FIRST DAY: MONDAY, MARCH 9, 1981 12:00 noon

I arrived at the school about noon and called in at the office to say "hello" to the principal and to leave my coat and boots in the secretary's room next door. The principal, Jack, was busy with a visitor so I went along to the staff-room. Three teachers and the caretaker were having lunch and welcomed me with an invitation to join them. The caretaker, Andy, was talking about a trip he and his wife are taking to Scotland this summer. The principal came in and a few minutes later, the kindergarten teacher joined us. I asked Jack if I could leave my tape recorder in the counsellor's room and if I chould have a key so that I could be sure not to lose the University's property!

Bill was not around so I thought that he had probably gone home for lunch. He arrived sometime later and the principal told the staff who I was and teased that I had come to "interrogate" Bill and the grade six students. I showed Bill the letter I had drafted to send home to the parents of Bill's students. We walked towards Bill's class. He read the letter and suggested that I should show it to Jack. Jack agreed that the letter should be typed and sent home to the parents soon. Meanwhile, Bill gave me a copy of his seating plan so that I could get to know the students' names.

It was time for the class to go to the gym. Andy asked me to come with him so that I could sign for a key for Room 7. I did that and went to Bill's room to wait for the class to come in.

Observations: Day 1: March 9, 1981

Social Studies: 1:45 - 2:15 p.m.

Bill gave me the opportunity to introduce myself to the class. I told them my name and that I was a researcher from the University. I told them that I would be observing social studies classes and interviewing the teacher and some of the students. The idea that members of the class were going to be interviewed intrigued the students. They asked me many questions about who I would pick and what name would appear in the finished report. The class were so interested and enthusiastic and had so many questions that the entire one half hour social studies period was used up. I apologized to Bill for using up his time. He chuckled and said that he would start the unit on the next day. He wants me to follow a new unit from beginning to end.

TUESDAY, MARCH 10 11:00 - 11:45

First Lesson on New Unit - Pacific Coast Indians

1. Introduction

   - look at map of Canada

   - West coast, islands, etc.

2. Topics to be covered:

   - geography - mountains, rivers, islands

   - climate - wet and dry seasons, etc.

   - tribes

   - food

   - shelter

   - clothing

   - transportation

   - arts and crafts

   - war and weapons

   - community organization

   - customs and traditions

3. Procedure:

   - review of first unit - group work

   - review of second unit - individual

   - introduction of new unit - group work

   - talked about the benefits of small group research

   - allocation of tasks within a group

      - artistic - illustrations
                 - diagrams
                 - maps
                 - displays
                 - crafts

- organization skills
- report writing

4. Select groups

5. Talk about being democratic in choosing groups

   (Two boys called out to help move a table.)

6. Talked about making a title page.

   - with a totem pole or something artistic on the cover

7. Group choosing - noisy but interested

   - "Some people may feel hard done by."

THURSDAY, MARCH 12

Second Lesson

I talked to Bill. Material for the unit is in short-supply. I offered to look in the Education Library at the University for resource books, pictures, etc. I also have back issues of the National Geographic at home. I offered to look through these for articles on West Coast Indians.

I asked Bill today if he would help me choose key informants from the class. I would like to interview 6 students in depth during the time that I am in the school. The students were asked to take a letter home explaining my involvement with the class.

Today, Bill showed the class some maps he has duplicated from a unit prepared by the E.P.S.B. (Stacy was talking. Bill got her attention by saying simply, "Stacy, are you with me?".)

Some discussion about materials continued today. Bill suggested using the local public library. One boy showed some books he had taken from the library the day before.

The class moved to the library to begin researching in their groups. Bill and I took a few minutes to discuss possible students to interview. I asked if he would consider a variety of ethnic backgrounds, socio-economic considerations, verbal skills, personality factors and other variables in helping me choose the six students.

I rode home on the bus at lunch today with one of the students in Bill's class. Stacy by name. She told me that she and Lois, the girl from Jamaica, were best friends and had been since Grade 4. They both

live out of the neighborhood but chose to go to Boulder Crest School until the end of Grade 6. I remarked that she must like the school to travel by bus every day when she doesn't have to. She nodded.

I asked her how Bill handled discipline problems since so far I hadn't seen any problems arise. She looked at me, smiled, and told me that Bill had told the class that they were to behave while I was there. They were told to be quiet and well-mannered while I was around.

APRIL 28

Today was my first day back after vacation. The six students who are involved in the project were very pleased with the T-shirts and coral necklaces I brought back for them.

There is a lot of excitement in the school today. Tonight is an open house for the parents. It will be a culmination of the Indian activities which have been going on in all of the classrooms for the past two months.

Bill's class are spending their time getting displays ready for tonight. They have put together the reports and pictures from their Pacific Coast Indians units and will be displaying these for the parents to see.

The program will consist of a number of interesting activities. An Indian Story-teller from the Pageen tribe will be telling stories and a group of dancers from the Native Friendship Centre will be performing. The school choir will be singing some songs and the kindergarten class are performing a little song for the audience.

The school has erected a large TeePee out in the grounds in front of the school. As I was leaving the school this afternoon a photographer from the Edmonton Sun was taking pictures of students standing in front of the TeePee.

For the remainder of this week things will continue to be disrupted. The grade 6 students will be going to the two neighboring Junior High Schools for orientation days. This means that there will be no social studies classes for me to observe on Wednesday and Thursday. On Friday,

Bill is going to a conference so there will be a substitute in the classroom. Bill thinks that it would be best if I not observe while the substitute is there. He did say, however, that if I wanted to take students out for interviewing that would be alright. I said that I thought I would probably leave the interviewing unti next week since this week was already so disrupted. He agreed.

WEDNESDAY, MAY 6 (A.M.)

First Lesson to be observed in the new unit on Communist China

On the blackboard there is a list of 33 topics related to the Unit.

People's Republic of China

1. Area and population
2. Surface features of China
3. Climate
4. The Grand Canal
5. The Hwang Ho River
6. The Yangtze Delta
7. Flora and Fauna
8. Natural Resources
9. Cities
10. China's History
11. The Hsia Dynasty
12. The Chow Dynasty
13. The Chin Dynasty
14. The Han Dynasty
15. The Tang Dynasty
16. The Mongol Dynasty
17. The Manchus Dynasty
18. Events leading up to the establishment of the Republic of China
19. The Republic of China 1911-1949
20. Present day China
21. " " Education
22. " " Entertainment
23. " " Clothes
24. Family life since the 1949 Rev.
25. Relations between Russia & China
26. Problems
27. The Red Guard (Cultural Revolution 1966-1067)
28. Death of Mao Tse Tung
29. Government of China
30. People's Liberation Army
31. Chinese agriculture
32. Mining
33. Trade

Today, the class viewed a filmstrip about China. The filmstrip described the Great Wall, Peking, it's palaces and government buildings, shrines, and tombs. There was also some information on Communism,

medicine, science and other aspects of Chinese life. Mr. C. showed the filmstrip and discussed some of the vocabulary which was used in the recording which accompanied the filmstrip. Many of the terms such as indoctrination, militia, republican, and acupuncture were alien to the students.

MAY 14

Lesson Eight

The class are continuing with their research. Once again, Bill has taken half of the class upstairs to work in the library. I have the remainder here in the classroom working with the materials that are in this area. The students are having trouble finding up-to-date material on China. Bill reminded them earlier today that they should be trying Public Libraries for resource material. Some, a few, of the students have already gone to Highlands Public Library and have taken out some books and pictures. Tomorrow the social studies class will be cancelled, because half of the class are going on an orientation visit to Lawton J.H. School. Bill will have a substitute teacher to look after the remainder of the class. I will go with Bill and the students to Lawton. It will be interesting to talk to the students and observe their reactions to the Junior High School they will be attending this September.

FRIDAY, JUNE 19

Today is my last day at the school. It is track meet day and I am an event leader. Yesterday, all of the students assembled in the gymnasium and Mr. C., who is in charge of this activity, divided all of them into 12 teams. Each team contains representatives from each grade (K-6). The grade 6 students are team leaders. Mr. C. addressed the students and encouraged them to design a team banner with a team name and to bring a stuffed toy mascot if they wished. The school yard today is prepared and organized for 10 activities. I am in charge of the slalom event. Each team comes to my event and achieves points for each member of the team. The team scores are then run over to a large board where one of the staff is recording all of the scores. The winning team will be the team with the highest number of points for the 10 events.

At 11:45 a lunch of hot dogs, pop and ice cream was served to all of the students and helpers. After lunch, Mr. Z. presented the winning ribbons to the first, second and third teams. While this ceremony was going on, I slipped quietly away. I left a note on the staffroom blackboard, thanking the staff for their kindness and cooperation. I also promised to keep in touch and let everyone know how the writing was going. I gave special thanks to Bill and John for all their help and consideration.

APPENDIX D

MONDAY, APRIL 6

Problem of the Third Interview

In preparing for this week's interviews, I had somewhat of a problem. I decided that, at this point, I wanted more data as to the students' perceptions about the school itself, the teachers and the principal. I hit on the idea of presenting the problem to the first student I was to interview this week. I told Vitor that I wanted his ideas about the school as he would present them to a new student. I then asked him what questions I should ask. He pondered upon the problem and came up with the questions that appear in the transcripts for each student. As with the other two interviews, this week's questions will vary somewhat from student to student. I have learned by intuition mainly, that my approach with each student varies from one to another. Some of the students respond more readily and are more willing to offer information than are others. Of course, an important factor to consider is that the personalities, abilities and backgrounds of each student are very different. Added to these considerations is the fact that the students vary in the length of time each student has been in the school and even in Canada.

Introduction (for the first interview with each student)

As I explained to the class that first day, I am a researcher from the University. I am interested in trying to understand how students think and feel when they are in social studies classes.

I will be wanting to interview you about once a week for the time that I am in the school. The reason that I would like to tape our talks is so that I can go over the tapes later. I have some questions ready for our first interview today. Can I begin now?

How the Students to be Interviewed were Chosen

Spradley (1979) describes five minimal requirements for selecting a good informant:

1. thorough enculturation
2. current involvement
3. an unfamiliar cultural scene
4. adequate time
5. nonanalytic

I have these requirements in mind when attempting to choose students to be interviewed. During the first week of observation, I had a seating plan of the class in front of me as I watched Bill and the students interact with each other. I tentatively chose Vitor, Dana and Sonia. When I compared notes with Bill, he agreed with my choices and suggested three more students to complete the group. He chose Niels because of his good attendance and willingness to get involved in class activities. Cory was chosen because of his willingness to participate despite a troubled home environment. Bill suggested that I should approach Lois because she is one of the few blacks in the school. She is from Jamaica and Bill felt that she would be able to provide a different perspective to the study.

In order to maintain a balance between my criteria for selection and those that Bill uses, I agreed to try the chosen six and then decide whether to continue with all or some of the group. I may decide to substitute other students as the study continues.

INTERVIEW

(for the remaining 20 students in the classroom.)

I am interested in trying to find out how students in Grade 6 feel about Social Studies. I have a few questions to ask you so that I can get your opinion. If you need more space for answers, write on the back of this page.

1. Compared to other subjects in school, how do you rate Social Studies?

2. What things do you like or dislike about Social Studies?

3. Tell me some things you learned in the two units I have observed - West Coast Indians and China.

4. Tell me some things about your home background. What does Dad work at? Mom? How many kids?

5. Tell me some things about Mr. C. as a teacher.

_____

_____

_____

6. Tell me some things about Mr. Z. and Mr. H.

_____

_____

_____

_____

7. Choose a name that I can call you in the study.

_____

Boulder Crest
School

CHOOSING A SITE AND GAINING ENTRY

In December 1980, I first began to think about a school and a teacher to work with. My first thoughts were that I would like to work with a teacher that I had taught with in the past. I called two of my old teaching friends and asked if they would be willing to have me observe social studies classes and interview the students and each of them. They were delighted to hear from me after such a long time but pointed out that I should have remembered that neither of them liked teaching social studies! (Ann is a Phys. Ed. major and Betty majored in Lang. Arts.) Ann did suggest that she should approach her husband who teaches Grade 6 and likes Social Studies. She said she would have him call me if he was interested. He never did call me.

While I was thinking of old friends, I thought of Bill who is now a consultant with the Exeter school system. I knew that, in his job, he would be visiting many schools and might be able to provide me with some names of interested teachers. I called Bill and he promised to call me after Christmas. I didn't hear from him.

After Christmas, when candidacy was coming closer each day, I contacted Janet who is social studies supervisor with the Exeter system. I asked if she would keep her eyes open for a situation suitable for my study. She said she would try and that she would, also, alert Charlotte, the elementary social studies consultant, to look for a likely spot.

An opportunity for a good site presented itself early in January 1981. A fellow graduate student who also teaches in the Exeter system, expressed interested in cooperating with my study. We talked briefly about the study and Jim pointed out that his new school was located in the far south of the city and that without a car I might have trouble visiting the school and keeping up with my other duties. I said I would consider these problems and thanked him for his kind offer. Subsequently, I called Jim and thanked him again but agreed that Jim's school was too far away for my purposes.

There were other possibilities that I had been thinking about during this period, between early January and late February. I had mentally eliminated four possible schools for various reasons. One teacher I knew did not consider social studies as top priority in his classroom; one other teacher was an old friend but taught a younger grade than I wanted to work with; a third was the husband of a teaching friend. Peter, I remembered as an irascible young man who might be difficult to work with. The fourth teacher I eliminated because she taught in a team teaching situation and I thought that two teachers and close to sixty students might be more than I could handle.

It was now close to candidacy time and I thought I'd better take more drastic steps to find a school. I remembered that the new principal at a school close to my home was a former classmate from University. I decided to approach Dan with my request.

On Thursday, February 19 I dropped in to visit Dan at his school. I told him about my study and suggested that I would bring a copy of my

proposal after candidacy the following day. He wished me luck and said he would mention my request to his two grade six teachers.

On Monday, February 23, I took the proposal to the school and agreed to telephone Dan on February 25 to see how the two teachers had received the idea.

When I telephoned on Wednesday, February 25, Dan was disappointed to tell me that his teachers had turned down my request. One teacher felt that she was too busy and the other teacher felt that, since this was his first year teaching grade six, he was not familiar enough with the grade six social studies content to have a researcher spend time with his class.

My next attempt invovled a school somewhat further from home. The principal was a former colleague of a good friend of mine so, on that tenuous basis and with some desperation, I called John. He was very pleasant and said that he had a teacher at grade five level who might be interested. He asked me to call back on March 2. I called back on the date suggested and John told me that his teacher was experiencing some problems with a student-teacher and did not feel that she could have a researcher around this term. However, he did say that if I wanted to drop by the school with my proposal, she might change her mind. I decided not to pursue this site but to try another possibility. I wrote John a note expressing my thanks and agreeing that the situation did not seem convenient for the teacher.

After my disappointment with John's school, I picked up the phone and called a principal I had had reason to talk to last year. As

counsellor in a neighboring school, I had called Jack to pass on some information about a student transferring to his school. He remembered my call and asked how he could help me. I told him about my problem and he assured me that he would approach both his grade five and grade six teachers. True to his word, he called me back later that afternoon (March 2). He invited me to visit the school on March 4, bring my proposal and meet the two teachers.

On March 4, I went to the school just before morning recess. I followed arrows on the walls and found the office and Jack. He welcomed me warmly. I showed him my proposal and briefly outlined what I would want to do in his school. He invited me to the staffroom to meet the teachers.

Boulder Crest is a relatively small school with 10 teachers and 140 students. The staffroom represented a warm friendly atmosphere. Jack introduced me to the teachers present and to Andy, the elderly custodian, whose Scottish accent is only slightly broader than my own. Andy is an interesting character with a friendly manner and a variety of opinions on a number of topics. Bill and Ivor, the grade five and six teachers, stayed behind after recess to talk to me about my project. I had not counted on being offered two rooms for the study so I decided to suggest to the two teachers that I should consult my advisor at University before deciding. We parted with the understanding that I would let them know what my advisor suggested.

On March 6, I called the school to tell Jack that I had decided to stick to my original idea of working with one class and one teacher. I chose to work with Bill and the grade six class. Jack and I arranged that I would start the study on March 9. The die was cast!

MAY 15

A Visit to Lawton J.H. School

At 9:30 this morning, Bill and I left the school with the 14 students who intend going to Lawton J.H. School in September of this year. We walked the 10 or so blocks to the school in a chilly wind. Before leaving the school, Bill had admonished the students concerning their behavior during the visit. He stressed that he did not expect them to "let down" their school, themselves or the two adults, us, who were accompanying them.

Upon arrival at Lawton, the assistant principal shepherded us into a large double classroom which Bill explained was used as a team-teaching room. We were the first group from a "feeder" school to arrive. As we waited, classes from five other Elementary schools began to arrive. The Principal addressed the now restless, noisy group of about 180 students. He apologized for the delay and proceeded to welcome the students and to give a brief history of the school. He then outlined the plans for the visit. Two teachers were assigned to take the students through some classrooms in which classes were then in progress. We visited a math class, an art class, the Home Economics room, the Industrial Art shop, the gymnasium and some other classrooms.

At the end of the tour, the students were served with doughnuts. The principal had intended to provide a soft drink for each student but the truck had not arrived in time. He apologized for this and wished us "goodbye", We left and walked back to the home school.

FRIDAY, MAY 22

Field Trip to the Strathcona Archaeological Site

Episodes: Getting ready for the trip
The Bus Driver
The trip to the site
The introduction to the visit
The boardwalk
The museum
Leaving the site
The trip home
Back at the school

Getting ready for the trip

The big day had come! I arrived at the school in plenty of time for the bus which was to take Bill, the students and I to the Strathcona Archaeological Site. The bus was scheduled to leave at 12:30 p.m. The students had been dismissed early for lunch so that they could be back in time to catch the bus.

The students congregated in the yard shortly after 12. Because of the hot day, students were dressed in an assortment of summer wear. Shorts, halter-tops, sleeveless shirts and other variations of hot weather garb were in full display.

Many of the students carried paper and pencils in order to take notes. Just before 12:30 we all trooped on the bus. Bill sat up front and I sat towards the back. We were ready to leave.

The lady driver had greeted us in a friendly fashion when we first entered the bus so we were quite unprepared for the blast which came forth from her once everyone was seated. In a voice which would have done justice to a Sergeant Major, she set down the rules and regulations for passengers on "her" bus -- no loud talking, no standing, no walking

about and no singing of songs which she did not approve of ("99 bottles of beer on the wall" was strictly verboten). Quite intimidated, we sang what we hoped were songs acceptable to her - a song about ants marching seemed to be alright. Shortly after we had been on the road for a few minutes, we received another shock. For no reason that we could see, she suddenly applied her brakes. We all jerked back in our seats. "That's why you have to sit with your back against your seat on my bus!" she explained, in a stern voice. "Now, do you see?" We all nodded and chorused our assent. Soon we arrived at the site.

We were greeted by two young ladies who were to be our guides. They wore vests of Alberta tartan over their dresses to show their official capacity. They divided us up into two groups. One guide took Bill and his group into the Museum while the rest of us followed Nancy, our guide, to the beginning of the boardwalk. Nancy introduced the tour by talking a bit about what had made this site a suitable place for an archaeological dig. She explained that from artifacts found there, scientists had concluded that early inhabitants of this province had used the area as a tool and weapon manufacturing site. The cobble stones found by the river were excellent for making scrapers and arrowheads. She asked the students some questions about the Plains Indians which they answered with ease. Then we began the walk along the Boardwalk.

As we walked along, Nancy stopped from time to time to point out spots where the archaeologists had made some earlier excavations. (The site has been in operation since 1979 and will be continuing for another

ten years). She explained how the trenches about a metre square were carefully dug out and how any findings were recorded and marked on a graph of the site. We should be seeing some of the scientists at work further along on the walk. We came to a viewing spot which gave us an excellent view of the river and Rundle Park. Nancy chose this stop to talk about the little circular boats the Indians used and other information about early times. Then we came to where the archaeologists were at work. Four men and one girl were busy working in four trenches which had been carefully marked with string. The students could readily see the care which was being taken and the equipment being used. We moved on and headed back to the museum and laboratory. Bill's group were finished in the museum and were ready for their walk and it was our turn to go into the building.

Inside the museum, which was fairly small, Nancy settled the students down in front of some maps and pictures on the walls. She began to talk about the migration of early tribes from the North, down into Canada and the U.S. She talked, also, about Buffalo hunting, arrowheads and other material pertinent to this particular site. As we progressed around the room a display of the tools used by the archaeologists intrigued the students. Nancy allowed them to handle some of the tools and to use the plumb-line and spirit-level. Finally, Nancy brought forth a cart which contained examples of artifacts which had been found at the site. The students were allowed to handle the stones and arrowheads and the ancient Buffalo bones.

By this time, Bill's group were back from their walk and it was about time to go. One of the students who had a camera wanted her picture taken with the guide. This was done and then we said our goodbyes. The guides told Bill and I how much they had enjoyed the students and how well-informed they appeared to be.

The bus was waiting for us. We clambered on, quite hot and tired from our visit. Some of the students wanted to sing so we tried to think of some songs that we all knew. I asked about any songs they had learned in music classes this year. Sonia remarked dryly, "If you'd like to hear a Mozart Sonata, we could do that!" However, one of the students started to sing "Carolina" which Mr. Elashchuk had taught the class when they were in Grade 5. Two choruses of that and we were back at the school. As we were about to leave the bus, the driver asked if we were sure we didn't want to continue to Drumheller or somewhere else for a day or two. "I would drive this group anywhere, anytime" she remarked. We left the bus feeling pretty proud of ourselves.

Bill took the students into the school for a short time before dismissal and our trip was over. A very pleasant afternoon, indeed!